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SPECIAL REPORTS

ON

THE SYSTEMS OF EDUCATION

IN

VOL. IV.

MANITOBA,

NORTH-WEST TERRITORIES,

AND

BRITISH COLUMBIA.

(Separate Reprint from Vol. IV. of "Special Reports on Educational Subjects.")

ONTARIO COLLEGE OF EDUCATION
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INTRODUCTORY NOTE.

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MANITOBA, by Mr. A. E. Twentyman.
NORTH-WEST TERRITORIES, by Mr. R. Balfour.
BRITISH COLUMBIA, by Mr. R. Balfour.

It has not been found practicable to alter the paging, which has reference to the volume in which the Reports originally appeared.

A synopsis of contents will be found prefixed to each Report.

The contents-tables and prices of the volumes of "Special Reports on Educational Subjects," already published, will be found at the end.

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August, 1901.

THE
SYSTEM OF EDUCATION
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THE SYSTEM OF EDUCATION IN THE PROVINCE OF MANITOBA.

[Compiled from recent reports of the Department of Education for the Province of Manitoba and other documents relating to education in Manitoba, which can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.]

Introduction.

For the last thirty years Manitoba has enjoyed the status of a self-governing province and the privileges of membership in the Canadian Federation. Originally "an agricultural settlement peopled by emigrants from Scotland and Ireland under Lord Selkirk,* this district passed, in 1821, into the hands of the Hudson Bay Company. Unincorporated, however, with their other territories, it retained its separate existence till the rights of the Company were purchased by the Government for the purpose of creating the new federal province. Up to this date the little colony, known as the Red River Settlement, had been administered by a Governor appointed by the Company and assisted by a Council selected from men of local importance.

The population has been slowly increased by immigration not only from the United Kingdom but also from the neighbouring provinces of Ontario and Quebec. In 1869 this stood at some 12,000, and it has been estimated that of this number about 1,000 were whites, 5,000 Scotch and Irish half-breeds, and about 6,000 French half-breeds (*métis*). From the date of the Union (1870) immigration has continued to swell these numbers but at a quickened rate, so that in 1891 the enumerated population was 154,442, and it is calculated that it now nearly attains to 200,000. It is a very heterogeneous population both in race and religious belief, including as it does English, French, Germans, Icelanders, Hungarians and Finns; and the difficulties due to this admixture of races are largely responsible for the bitter struggles that have disturbed the peace of the new province for the last ten years. These struggles have centred round the problem of the schools, and considered in this light the history of educational effort in Manitoba falls naturally into three periods:—

(*a*) The period of unorganised effort in the settlement.
(*b*) The denominational period—1871–1890.
(*c*) The unsectarian system of the Act of 1890.

* *Cf.* Mr. R. L. Morant's report on "The Manitoba School System" in the first volume of "Special Reports on Educational Subjects," from which much valuable information has been derived.

(a) *The Settlement Period.*

During the period of the Company's administration it was no part of their policy to make any provision of financial aid towards establishing schools a permanent charge upon their revenues, though occasionally assistance was granted towards maintaining poor schools already in existence. The work of education was undertaken by the various religious communities within the territory. "Each Church had by its side a school under the control of the missionary. There was no system of taxation in vogue; the school was sustained by private subscriptions or by grants from the missionary societies." The results of these early missionary efforts were by no means inconsiderable; education is said to have been in a much better condition than the isolated and scattered state of the population would have led one to expect, and in 1857 there were 17 schools in operation; but in view of the subsequent controversy it is well to remember that it is admitted on both sides that at the time when the Union was effected these schools were neither supported by grants from public funds nor controlled in any way by public officials.

At this date the Catholic and Protestant parties were almost equal in numbers and each supported their own schools, and though the proposed inclusion of this territory in the Dominion was met in some quarters with the violence of open rebellion, and in others with serious apprehensions of a possible curtailment of privileges hitherto freely enjoyed, it does not appear that there was any special anxiety with regard to the schools as then established. The notable Section 22 of the Manitoba Act is the result of the struggles in other provinces rather than due to any anticipation of immediate difficulties under the new conditions, though no doubt, as has been suggested, the idea of a possible shifting of the relative strength of religious parties helped to recommend its adoption.

As in the subsequent development of events much weight was attached to the interpretation of this section and of the similar one in British North America Act (1867), it may be well to quote the full text of the article in the Manitoba Act.

Section 22. The Legislature makes laws in relation to education subject and according to the following provisions:—

(1.) Nothing in any such laws shall prejudicially affect any right or privilege with regard to denominational schools which any class of persons have by law or practice in the province at the Union.

(2.) An appeal shall lie to the Governor-General in Council from any act or decision of the legislature of the province or of any provincial authority affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education.

(3.) In case any such provincial law as from time to time seems to the Governor-General in Council requisite for the due execution of the provisions of this section is not made, or in case

any decision of the Governor-General in Council on any appeal under this section is not duly executed by the proper provincial authority in that behalf, then and in every such case and as far only as the circumstances of each case require, "the Parliament of Canada may make remedial laws for the due execution of the provisions of this section and of any decision of the Governor-General in Council under this section."

(b.) *The Denominational Period*, 1870–1890.

Such were the conditions under which the new province opened its educational legislation with the Manitoba Schools Act. This measure was passed in 1871 and established a State system of strict denominational schools.

The following is a summary* of the main provisions of this measure and of the principal amendments:—

1. The whole education of the province was placed under a central board of education, appointed by the Lieutenant-Governor in Council.

2. This board was composed of two sections, one Protestant, the other Catholic, equal in number. One-third of each section retired every year, and the Governor appointed their successors.

3. To this board was handed over the grant made for education every year by the provincial legislature to be divided equally between the two sections.

4. Each section of the board had exclusive and independent control over its own schools,† made its own regulations, and appointed and supervised its own inspectors, conducted the licensing and examination of its own body of teachers, and selected its own books for school use, especially on religious subjects.

5. For the actual management of schools, the whole province was divided up into school districts, in each of which the inhabitants elected a board of trustees, with duties similar to those of our school managers; a certain number of the trustees retired every year, and others were elected. These school districts were 24 in number, corresponding to the electoral divisions.

6. As the population was then more or less definitely segregated in certain areas corresponding with their differences of religious beliefs, it was arranged that 12 of these school districts, "comprising mainly a Catholic population,"‡ should be Catholic, under the Catholic section of the central board, and 12 in the same way Protestant.

7. Each board of trustees had authority, in his own district, to make all arrangements for providing and managing schools,

* This summary is taken from Mr. Morant's Report on "The Manitoba School System."

† Their only *joint* function was to make regulations for registering and reporting the daily attendance of scholars.

‡ Sessional Papers, 33a, p. 7.

appointing teachers, building, repairing, and furnishing school premises, and controlling the general working and expenditure.

8. To meet expenses not covered by the fees and the central grant, the inhabitants of each school district, assembled at an annual meeting, decided in what manner funds should be raised. One of the modes prescribed was an assessment and rate upon the property of the school district, the amount to be fixed by the Board of Trustees, but collected from the people and paid over to the trustees by the municipal authorities.*

9. In the event of assessment there was no provision for exemption except in the case of the father of a child actually attending a public school—a Protestant in a Catholic school district or a Catholic in a Protestant—who was exempt from contributing to a school not of his own faith in the event of his sending the child to the school of the nearest district of the other section, and contributing to it an amount equal to what he would have paid if he had belonged to that district.

10. But there could not be more than one school in any one given district, except by the special sanction of that section of the central authority to which the district originally belonged.

* * * * *

Various modifications were introduced in subsequent years, which are worth noticing in detail, as showing the persistent and increasing effort towards a more thorough application of the denominational system. As the Protestant population was increasing far more rapidly than the Catholic, this tendency appeared to redound chiefly to the benefit of the Protestants. Thus:—

11. By the Act of 1873 the legislative grant was no longer to be equally divided between the Catholic and Protestant sections,† but proportionally to the total average attendance at all the schools under each section respectively during the preceding year.

12. This was again altered in 1875, and the grant was made proportional to the total number of children of school age,‡ whether Protestant or Catholic, residing in all the school districts of each section respectively.

13. In the same year a change was also made in the composition of the Central Board which, to correspond with the great increase of Protestant relatively to Catholic immigration, was now fixed at the ratio of 12 Protestants to 9 Catholics.§

14. It was further enacted in 1876 that the establishment or existence of a school district belonging to one section of the Board should not prevent the establishment *in that same place* of a school district of the other section.‖

15. Protestant and Catholic districts could, in fact, either co-

* Canadian Economics, p. 302.
† *Cf.* 3 above.
‡ 6–16 in towns; 5–16 in rural districts.
§ *Cf.* 2 above.
‖ *Cf.* 9 and 10 above.

exist or overlap; thus making it much easier than before for a man to send his child to school under his own section of the board and so of his own faith.

16. This was the more necessary because school attendance was in this same year made compulsory in towns on all children, from 7 to 12 years old.

17. And the trustees were now empowered of their own authority to levy a rate on *all* the inhabitants of a district for school expenses.*

18. But the incidence of this rate was restricted in the following year by the Act of 1877, which expressly enacted that in no case shall a Protestant ratepayer be obliged to pay towards a Catholic school, nor a Catholic ratepayer towards a Protestant one.†

* * * * *

Further modifications were introduced from 1881 to 1884, but always in the direction of facilitating denominational privileges, not only as between Catholics and Protestants, but even as between different sects of the Protestants, who gradually formed distinct school districts of their own, under the one Protestant section of the Central Board.

19. In 1881 it was provided that a school could be opened, or a school district called into existence, *anywhere*, if there were ten children of school age residing within three miles of the proposed school site: it being only necessary for five resident heads of families to petition the municipal council under which they resided, to form a district; and in case of difficulty, an appeal lay to that section of the Central Board under whose jurisdiction the said five residents would belong.

20. In 1884 largely increased powers were given to the trustees for issuing debentures and borrowing money for building and improving their schools.

21. Denominational normal colleges, assisted by the rates and by provincial grants, were authorised to be established by *each* section of the Board independently, in connection with the denominational colleges of Winnipeg, and St. Boniface respectively

22. In 1886 the law stood that in municipalities including different school districts, rates were to be fixed by the district to which the majority of the residents belonged; but the municipality were to hand over to the district of the minority, a share of the total, proportionate to the number of children in attendance in the minority's schools.‡

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* *Cf.* 8 above.

† *Vide* memorandum prepared by the Catholic Superintendent of Education, for the Colonial Exhibition, 1886. Mr. McCarthy, representing the Manitoba Government, stated before the Privy Council in Ottawa, March 5, 1895:—"A man who was neither a Protestant nor a Catholic was exempt from taxation." But Principal Grant, who made an exhaustive inquiry into the Manitoba school question, says that this statement is quite inaccurate: and that there was not any arrangement to that effect.

‡ *Vide* Catholic Superintendent's Report, 1886

23. It was also laid down that no educational buildings or institutions were to be rated or taxed for school purposes.

24. And that when two or more persons were sharing the interests of any taxable property, the taxes of each of them should be handed over independently to whichever school district (*i.e.*, Catholic or Protestant) each belonged, in respect of his own faith, without reference to the locality of the property.

* * * * *

Of the results of this system Mr. Somerset, Superintendent of Education for the Protestant section of the Board, wrote officially in 1886:—"The history of the educational system of this province since its establishment in 1871 to the present time, affords very satisfactory evidence of the fulfilment of those conditions of usefulness and adaptation to the wants of the people, and justifies us in regarding its operation in the past with satisfaction. It is gratifying to all lovers of good citizenship as well as of educational progress to note that from the organisation of this system in 1871, at which period the Protestant schools numbered 16, and the Catholic 17, up to the present time,* there has been an almost entire absence of the friction and disagreement that have marked the progress of education in some of the sister provinces."

While Mr. Macoun, the Dominion Government explorer of the North-West, wrote in 1883†:—"Perhaps the most satisfactory chapter in the history of Manitoba is its peaceful and harmonious educational development. In every other province of the Dominion long and angry wars have been waged over the common schools. Well may the province that has no history in this respect be called happy." And this was written at a time when there were many varieties of religious beliefs in the province, the respective churches being represented in the following proportions:—Episcopalians 14, Presbyterians 14, Roman Catholics 13, Methodists 2, Lutherans and Mennonites 7, Baptists and Congregationalists 2; or, following the two divisions of the Board of Education, Catholics 13, non-Catholics 46.

And Dr. Morrison writes, "Throughout all these years, from 1871–1888, no complaint was ever made with the working of the separate school system. The people, Protestant and Catholic alike, were perfectly contented with the school system as it then existed."

(c) *The Public Schools Act of* 1890, *and the Religious Controversy.*

But the same feeling of satisfaction does not seem to have been shared by the provincial statesmen. Their aims were directed towards the creation of a "homogeneous Canadian people," and to the realisation of such aspirations these separate schools for Catholic, Episcopalian, Presbyterian, and Mennonite,

* *i.e.*, 1886, at which date Protestant Schools (according to another report) were 426 in number and Catholics 53.

† Manitoba and the Great North-West, p. 533.

for English, French, Hungarian, Icelander, and Finn offered the greatest hindrance, perpetuating the barrier raised by the diversity of language, and fostering by this variety the separatist point of view on matters concerning the general welfare of the whole community. Considerations of economy and efficiency also had their weight, and the Executive Council were fully alive to the enormous waste necessarily occasioned by a system of numerous small schools.

So convinced was the provincial administration of the necessity of finding some remedy that the Cabinet resolved in 1889 entirely to reverse the policy that had been pursued up till then. In view of the resulting agitation the question might be raised whether the historical position of the French Catholics throughout the Dominion did not entitle them to a differentiation of treatment from that dealt out to the immigrants from the Continental countries of Europe, but the measure introduced to the Provincial Legislature in 1890 applied the principle of undenominational education with strict logical consistency to all schools. That the Ministers had rightly interpreted the wishes of the province is proved by the large majority with which the Bill was carried—25 to 11—in a House which only contains 40 members, and by the fact that the new Parliament, elected mainly on this issue in 1893, rejected a proposal for the repeal of the new law by a still greater majority of 34 to 4.

As this Statute is still the valid law of the province, its provisions will be given in greater detail later on; here it is sufficient to state (in explanation of the intense agitation that followed its adoption) that it absolutely rejected the principle of denominationalism in education and recognised only one kind of school; the instruction was to be non-sectarian, and the local taxes raised towards the support of these schools to be collected from all ratepayers without any regard to their religious convictions.

This Act met with the most determined opposition from the Catholic party. It was held that under Section 22 (i.) of the Manitoba Act the entire measure was *ultra vires*. A test case was brought before the Courts, which after passing the primary instances in Canada with varying results, was finally decided by the Judicial Committee of the Privy Council in February, 1893. The judgment of the court was that since no *public* or state-recognised schools had existed before or at the union, this Act could not be held to have contravened "any denominational school rights or privileges existing by law or practice at the Union," and it was therefore not *ultra vires* but valid.

Before this decision had been published, the Catholics put forth another plea, viz. that under Section 22 (ii.) of the same Act they were entitled to appeal to the Governor-General in Council. This question in its turn occupied the attention of the law courts and passed through the various stages of judicial procedure, till the Judicial Committee of the Privy Council gave their decision in favour of the validity of the appeal. As the effect of this judgment has at various times been misrepresented

and even held to uphold the claim of the Catholics to their separate schools, it is advisable to give the Court's own statement of its ruling:—

"With the policy of these Acts their Lordships are not concerned, nor with the reasons which led to their enactment. It may be that as the population of the province became in proportion more largely Protestant, it was found increasingly difficult, especially in sparsely populated districts, to work the system inaugurated in 1871, even with the modification introduced in later years. But whether this is so or not is immaterial.

"The sole question to be determined is whether a right or privilege which the Roman Catholic minority previously enjoyed has been affected by the legislation of 1890. Their Lordships are unable to see how this question can receive any but an affirmative answer. Contrast the position of the Roman Catholics prior and subsequent to the Acts from which they appeal.

"Before these passed into law there existed denominational schools, of which the control and management were in the hands of Roman Catholics, who could select the books to be used and determine the character of the religious teaching. These schools received their proportionate share of the money contributed for school purposes out of the general taxation of the province, and the money raised for these purposes by local assessment was, so far as it fell upon Catholics, applied only towards the support of Catholic schools. What is the position of the Roman Catholic minority under the Acts of 1890? Schools of their own denomination, conducted according to their views, will receive no aid from the State. They must depend entirely for their support upon the contributions of the Roman Catholic community, while the taxes out of which State aid is granted to the schools provided for by the Statute fall alike on Catholics and Protestants. Moreover, while the Catholic inhabitants remain liable to local assessment for school purposes, the proceeds of that assessment are no longer destined to any extent for the support of Catholic schools, but afford the means of maintaining schools which they regard as no more suitable for the education of Catholic children than if they were distinctively Protestant in their character.

"In view of this comparison, it does not seen possible to say that the rights and privileges of the Roman Catholic minority in relation to education, which existed prior to 1890, have not been affected. . . .

"It is certainly not essential that the Statutes repealed by the Act of 1890 should be re-enacted, or that the precise provisions of these Statutes should again be made law. The system of education embodied in the Acts of 1890 no doubt commends itself to and adequately supplies the wants of the great majority of the inhabitants of the province. All legitimate grounds of complaint would be removed, if that system were supplemented by provisions which would remove the grievance upon which the appeal is founded and were modified so far as might be necessary to give effect to these provisions."

In accordance with this judgment an Imperial Order was issued on February 2, 1895, and the case was heard before the Privy Council for Canada, the hearing lasting from February 27th to March 7th. Mr. Ewart presented the case for the Catholics and Mr. McCarthy defended the policy of the Provincial Government. At the end of the hearing the Council found that by the Acts of 1890 "the rights and privileges of the Roman Catholic minority of the said province, in relation to education, prior to 1st day of May, 1890, have been affected by depriving the Roman Catholic minority of the following rights and privileges which, previous to and until the 1st day of May, 1890, such minority had, viz.:—

"(*a.*) The right to build, maintain, equip, manage, conduct, and support Roman Catholic Schools in the manner provided for by the said statutes, which were repealed by the two Acts of 1890.

"(*b.*) The right to share proportionately in any grant made out of public funds for the purposes of education.

"(*c.*) The right of exception of such Roman Catholics as contribute to Roman Catholic Schools from all payment or contribution to the support of any other schools."

The Remedial Order embodying this finding intimates that it was the Governor-General's decision that the Manitoban Legislature must modify the Acts of 1890 accordingly. The provincial Ministers refused to comply, and the Remedial Bill which was consequently introduced into the Dominion Parliament roused a very bitter feeling in Manitoba. It is stated that the Conservative party at that time in power did not push the Bill with any vigour, and that the Bill was "talked out" by the Opposition. It now appears to be generally admitted that the Bill was a mistake. Mr. Blake, the "greatest authority on constitutional law in the Dominion," and at one time counsel for the Catholic minority of Manitoba, says:—"I think no thinking man who knows Canada and the Provinces can doubt there would be the greatest practical difficulty in enforcing on an unwilling Province many provisions of the Remedial Bill, and that in the attempt the interests of the Roman Catholic minority in Manitoba and six other provinces would be but too likely to suffer."

On April 24, 1896, the Canadian Parliament was dissolved, and one of the chief issues placed before the electors was the settlement of the Manitoban School Question. The Conservative policy of coercion received the active support of the Catholic clergy; yet even in Quebec from 50 out of the 65 seats members were returned to support Mr. (now Sir Wilfrid) Laurier, a Liberal, but also a French Catholic, who had pledged himself to settle in six months in a manner satisfactory to both parties this matter that had been troubling the country for the last six years. The results of the election placed Mr. Laurier in a position to redeem his promise.

But prior to the dissolution an effort had been made by the Dominion Government to arrive at some compromise acceptable to both Catholic and Protestant. It had appointed a small Commission of three or four members (Sir Donald Smith,

now Lord Strathcona, being one of them) to proceed to Winnipeg and there meet the representatives of the Manitoban Government. But nothing came of the Commission. Subsequently, however, an arrangement was arrived at between Sir Wilfrid Laurier and the Provisional Government of Manitoba, on the following basis:—In towns and villages where there were resident twenty-five Roman Catholic children of school age, and in cities where there were fifty such children, the Board of Trustees should arrange that such children should have a school house or a school room for their own use, where they should be taught by a Roman Catholic teacher. Other points had reference to Catholic text-books, Catholic representation on the Advisory Board, Catholic representation on the Board of Examiners, and a Catholic Normal School. All these concessions were to be made under statutory enactments. The representatives of the provincial Government objected that the effect of such legislation would be to establish a system of State-supported separate schools for the Roman Catholic people, and to compel their support by the school taxes and legislative grants. "Not only so, but the whole school organisation—text-book regulations, constitution of Advisory Board, Boards of Examiners, and Normal School—would be modified to bring it into accord with the separation principle to an extent not usual even in places where regularly constituted separate school systems obtain.

It was found impossible to arrive at any satisfactory settlement, but the discussion was probably not without influence on the course of events when the negotiations were resumed by the new Dominion Government. The proposals put forward by Mr. Laurier, less favourable to the Catholics than those of Sir Donald Smith's Commission, were as follows:—

(1.) Legislation shall be introduced and passed at the regular session of the Legislature of Manitoba embodying the provisions hereinafter set forth in amendment to the "Public Schools Act, for the purpose of settling the educational questions that have been in dispute in that province.

(2.) Religious teaching to be conducted as herein-after provided: (1) If authorised by a resolution passed by a majority of the school trustees; or (2) if a petition be presented to the Board of School Trustees asking for religious teaching, and signed by the parents or guardians of at least ten children attending the school in the case of a rural district, or by the parents or guardians of at leasty twenty-five children attending the school in a city, town, or village.

(3.) Such religious teaching to take place between the hours of 3.30 and 4 o'clock in the afternoon, and to be conducted by any Christian clergyman whose charge includes any portion of the school district, or by any person duly authorised by such clergyman, or by a teacher when so authorised.

(4.) Where so specified in such resolution of the trustees, or where so required by the petition of the parents or guardians,

religious teaching during the prescribed period may take place only on specified days of the week instead of on every teaching day.

(5.) In any school in towns and cities where the average attendance of Roman Catholic children is 40 or upwards, and in villages and rural districts where the average attendance of such children is 25 or upwards, the trustees shall, if required by the petition of the parents or guardians of such number of Roman Catholic children respectively, employ at least one duly certificated Roman Catholic teacher in such school. In any school in towns and cities where the average attendance of non-Roman Catholic children is 40 or upwards, and in villages and rural districts where the average attendance of such children is 25 or upwards, the trustees shall, if required by the petition of the parents or guardians of such children, employ at least one duly certificated non-Roman Catholic teacher.

(6.) Where religious teaching is required to be carried on in any school in pursuance of the foregoing provisions and there are Roman Catholic children and non-Roman Catholic children attending such school, and the school-room accommodation does not permit of the pupils being placed in separate rooms for the purpose of religious teaching, provisions shall be made by the regulations of the Department of Education (which regulation the Board of School Trustees shall observe) whereby the time allotted for religious teaching shall be divided in such a way that the religious teaching of the Roman Catholic children may be carried on during the prescribed period on one half of the teaching days in each month, and the religions teaching of the non-Roman Catholic children may be carried on during the prescribed period on one half of the teaching days in each month.

(7.) The Department of Education shall have the power to make regulations, not inconsistent with the principles of this Act, for the carrying into effect the provisions of this Act.

(8.) No separation of the pupils by religious denominations shall take place during the secular school work.

(9.) Where the schoolroom accommodation at the disposal of the trustees permits, instead of allotting different days of the week to the different denominations for the purpose of religious teaching, the pupils may be separated when the hour for religious teaching arrives, and placed in separate rooms.

(10.) Where ten of the pupils in any schools speak the French language (or any language other than English) as their native language, the teaching of such pupils shall be conducted in French (or such other language) and English upon the bilingual system.

(11.) No pupils to be permitted to be present at any religious teaching unless the parents or guardians of such pupils desire it. In case the parents or guardians do not desire the attendance of the pupils at such religious teaching, then the pupils shall be dismissed before the exercises, or shall remain in another room.

This compromise was objected to by the Catholic hierarchy, though not by large numbers of the representative Catholic laity. The latter made a representation of their views to the Pope. Subsequently M. Mery de Val sailed, as Papal Ablegate, for Canada at the end of March, 1897.

The result of this mission is best stated in the words of the Pope contained in an encyclical letter to the Archbishops, Bishops, and other ordinaries in the Federated States of Canada :—

"Very many expect a pronouncement from us upon the question, and look to us to point out what course they should pursue. We determined not to come to any conclusion upon the matter until our Delegate Apostolic had examined it upon the spot. Charged to make a careful survey of the situation, and to report upon it to us, he has with fidelity and ability fulfilled the task we imposed upon him.

"The question at issue is assuredly one of the highest and most serious importance. The decisions arrived at seven years ago on the school question by the Parliament of the Province of Manitoba must be remembered. The Act of Union of the Confederation has secured to Catholics the right to be educated in the public schools according to their consciences; and yet this right the Parliament of Manitoba abolished by a contrary law. This is a noxious law. For our children cannot go for instruction to schools which either ignore or of set purpose combat the Catholic religion, or in which its teachings are despised and its fundamental principles repudiated. Wherever the Church has allowed this to be done, it has only been with pain and through necessity, and at the same time surrounding her children with many safeguards which, nevertheless, it has been too often recognised have been inefficient to cope successfully with the danger attending it. Similarly, it is necessary to avoid at all costs, as most dangerous, those schools in which all beliefs are welcomed and treated as equal, as if, in what regards God and divine things, it makes no difference whether one believes rightly or wrongly, and takes up with truth or error. You know well that every school of this kind has been condemned by the Church, because nothing can be more harmful or better calculated to ruin the integrity of the faith and to turn aside the tender minds of the young from the way of truth.

"There is another point upon which those will agree with us who differ from us upon everything else, it is not by means of a purely scientific education and with vague and superficial notions of morality that Catholic children will leave school such as the country desires and expects. Other serious and important teaching must be given to them if they are to turn out good Christians and upright and honest citizens; it is necessary that they should be formed on those principles which, deeply engraven on their consciences, they ought to follow and obey, because they naturally spring from their faith and religion. Without religion there can be no moral education deserving of the name, nor of any good, for the very nature and force of all duty comes from those special duties which bind man to God, who commands,

forbids, and determines what is good and evil. And so, to be desirous that minds should be imbued with good, and at the same time to leave them without religion, is as senseless as to invite people to virtue after having taken away the foundations on which it rests. For the Catholic there is only one true religion, the Catholic Religion; and therefore, when it is a question of the teaching of morality or religion, he can neither accept nor recognise any which is not drawn from Catholic doctrine.

"Justice and reason then demand that the school shall supply our scholars not only with a scientific system of instruction, but also a body of moral teaching which, as we have said, is in harmony with the principles of their religion, without which, far from being of use, education can be nothing but harmful. From this comes the necessity of having Catholic masters and reading-books and text-books approved by the Bishops, of being free to regulate the school in a manner which shall be in full accord with the profession of the Catholic faith as well as with all the duties which flow from it. Furthermore it is the inherent right of a father's position to see in what institutions his children shall be educated, and what masters shall teach them moral precepts. When, therefore, Catholics demand, as it is their duty to demand and work, that the teaching given by schoolmasters shall be in harmony with the religion of their children, they are contending justly. And nothing could be more unjust than to compel them to choose an alternative, or to allow their children to grow up in ignorance or to throw them amid an environment which constitutes a manifest danger for the supreme interests of their souls. These principles of judgment and action, which are based upon truth and justice, and which form the safeguards of public as well as private interests, it is unlawful to call in question or in any way abandon. And so, when the new legislation came to strike Catholic Education in the province of Manitoba, it was your duty publicly to protest against injustice and the blow that had been dealt; and the way in which you fulfilled this duty has furnished a striking proof of your individual vigilance and of your true episcopal zeal.

. . . . . .

"We are not ignorant that something has been done to amend the law. The men who are at the head of the Federal Government and of the Government of the Province have already taken certain measures to diminish the grievances of which the Catholics of Manitoba rightly persist in complaining. We have no doubt that these measures have been inspired by a love of fair dealing and by good intention. But we cannot conceal the truth. The law made to remedy the evil is defective, imperfect, insufficient. Catholics demand, and have a right to demand, much more. Besides, the arrangements may fail of their effect, owing to the variations in the local circumstances; enough has not yet been done in Manitoba for the Catholic education of our children. The claims of justice demand that this question should be considered from every point of view, that those unchangeable

and sacred principles which we have enunciated above should be protected and secured. This is what must be aimed at, and this the end which must be pursued with zeal and prudence. But there must not be discord; there must be union of mind and harmony of action. As the object does not impose a line of conduct determinate and exclusive, but on the contrary, admits of several, as is usual in such matters, it follows that there may be on the line to be followed a certain number of opinions equally good and acceptable. Let none lose sight of the value of moderation, gentleness, and brotherly love. Let none forget the respect due to his neighbour, but let all, weighing the circumstances, determine what is best to be done and act together after having taken counsel with you.

"As to what regards particularly the Catholics of Manitoba, we have confidence that, God helping, they will one day obtain full satisfaction. This confidence is founded, above all, on the goodness of their cause; next, on the justice and wisdom of those who govern; and, lastly, on the goodwill of all upright Canadians. In the meantime, till they succeed in their claims, let them not refuse partial satisfaction. This is why, wherever the law or administration or the good dispositions of the people offer some means of lessening the evil and of warding off some of the dangers, it is absolutely necessary and expedient and advantageous that they should make use of them and derive all the benefit possible from them. Wherever, on the contrary, there is no other remedy, we exhort and conjure them to use a generous liberality. They can do nothing better for themselves or more calculated to redound to the welfare of their country than to contribute, as far as their means will allow, towards the maintenance of their own schools.

"There is still another point which calls for your united attention. Under your authority and with the help of those who direct your schools, a complete course of study ought to be carefully devised. Special care should be taken that those who are employed as teachers should be abundantly provided with all the qualities, natural and acquired, which are requisite for their profession. It is only right that Catholic schools, both in their educational methods and in the standard of their teaching, should be able to compete with the best."

This message did not remain without effect; it was dated 18th December, 1897. It was read in the Canadian churches on the third Sunday in the New Year. In February the *Times* correspondent reported that Archbishop Langevin, who at time of its first publication was the chief opponent to the Laurier-Greenway compromise, had agreed with the Canadian Premier to forego any insistence on legislative changes, provided that the Acts were administered in a liberal spirit, guided by the concessions granted. The Archbishop asked that Catholic teachers should be employed in Catholic school districts, that in Winnipeg the 500 Catholic children should attend the National schools and be taught by teachers of their faith, and, further, that in the French rural schools, instead of the bilingual text-

books, only French books should be used in the earlier years of the pupil's school life. It was stated as probable that if these terms were accepted by the Manitoban Government the Archbishop would join the Advisory Board. This has not yet taken place, but it is noteworthy that the Board for 1898 contains a representative from St. Boniface. Further testimony as to the working of this conciliatory spirit is given by a special correspondent of the *Tablet* writing from Winnipeg on October 22, 1898. He concludes his article with these words: "The seed sown by Leo XIII. is already beginning to bear fruit in Canada, and a new spirit of charity and forbearance and hopefulness is abroad in the land. For my part, I have little doubt that before long Manitoba will range itself in line with the rest of the Dominion, and that whatever the letter of law, wherever there are enough Catholic children to warrant a separate school, there a separate Catholic school will be found."

I.—Central Administration.

The Education Department.

The Education Department Act which immediately precedes the Public Schools Act in the Statute Book of the province of Manitoba, was passed in the year 1890. Under this Act the Executive Council, which at the present time consists of five members, or a committee thereof appointed by the Lieutenant-Governor in Council, was constituted the Education Department.

The following are the chief functions assigned to this office:—

(1) To appoint Inspectors of High and Public Schools, teachers in Provincial, Model and Normal Schools, and Directors of Teachers' Institutes.

(2) To fix the salaries of all Inspectors, Examiners, Normal and Model School Teachers and other officials of the Department.

(3) To provide for Provincial, Model and Normal Schools, and Intermediate and Collegiate Departments or schools.

(4) To arrange for the examination of teachers and for the issue of teachers' certificates.

(5) To prescribe the length of vacation and the number of teaching days in the year.

The Advisory Board.

Side by side with the Education Department is the *Advisory Board* endowed with statutory powers under the same Act. This Board consists of seven members, four of whom are appointed by the Department of Education for a term of two years, two are elected annually by the Public and High School teachers actually engaged in teaching in the Province, and the seventh member is appointed by the University Council.*

* The following was the constitution of the Board at the time of the publication of the last Report:—Representing Manitoba University Council—The Most Reverend Robert Machray, M.A., LL.D. Elected by the Teachers of the Province—J. D. Hunt, B.A., Daniel McIntyre. Appointed by the Department of Education—Rev. George Boyle; E. W. Montgomery, B.A., M.D.; S. A. D. Bertrand; Professor R. R. Cochrane; G. D. Wilson, B.A. It will be observed that the last category contains five names instead of four as required by the Act.

The duties of the Board have reference mainly to the internal organisation of the school, they have power—

(1.) To make regulations for the dimensions, equipment, style, plan, furnishing, decoration, and ventilation of school-houses, and for the arrangement and requisites of school premises.

[Such regulations have apparently not yet been issued. In the Inspectors' reports for the year 1898 there is frequent mention of the great improvement in the character of the buildings used for school purposes. But this is not everywhere the case. The Inspector for the North Western Division says:—

"It would be a very great advantage to all concerned it the Advisory Board would make regulations for the dimensions, equipment, style, plan, decoration, and ventilation of school houses, and for the arrangement and requisites of school premises. Not only are there many new school districts organised every year, but there are also many old districts in which the school buildings have outlived their usefulness and are being replaced by new ones. Where this is the case efforts are put forth, and usually with fair success, to secure a building suitable in plan, style, and dimensions for the needs of the district. But there are cases where the trustees are not alive to the importance of the matter, and the interests of the schools are neglected. There ought to be regulations strictly governing the erection of new buildings. A satisfactory solution of this problem might be reached, if experts on school buildings were invited to submit for approval sets of plans showing proper construction, heating, ventilation, lighting, and cost of school houses of one-room and two-room buildings, with and without basement. A moderate sum of money as a prize for the best design would be well invested."

Another inspector re-inforces this opinion:—

"As the country advances the necessity for increased attention to the element of hygiene in connection with the architecture of the school becomes more and more pressing. A small pamphlet containing a plan and specification for a rural school and other suggestions, if placed in the hands of school boards, would have a beneficial effect. Such plans and suggestions should represent the best ideas of provincial architects and be endorsed by the staff of Inspectors."]

(2.) To examine and authorise text-books and book of reference for the use of pupils and school libraries.

(3.) To determine the qualifications of Teachers and Inspectors for High and Public Schools.

(4.) To determine the standard to be obtained by pupils for admission to High Schools.

(5.) To decide or make suggestion concerning such matters

as may, from time to time, be referred to them by the Department of Education.

(6.) To appoint Examiners for the purpose of preparing examination papers for teachers' certificates and for examination of pupils seeking to enter High Schools, which Examiners shall report to the Department of Education.

(7.) To prescribe the forms of religious exercises to be used in schools.

(8.) To make regulations for the classification, organisation, discipline, and Government of Normal, Model, High, and Public Schools

(9.) To determine to whom teacher's certificates shall be granted, and to cancel certificates at any time granted, with power to recognise certificates granted outside the province, instead of an examination.

(10.) To decide upon all disputes and complaints laid before them, the settlement of which is not otherwise provided for by law.

Inspection

The Central Authority exercises its power of control through its inspectors. No person is eligible for this office who does not hold a legal certificate of qualification, granted according to the Regulations of Education Department and the Advisory Board. No teacher in a public or high school, nor a school trustee, can be made an inspector, so long as he continues to hold such office.

Besides the usual duties of school inspection, the inspector acts as arbitrator in disputes between school trustees and ratepayers in respect of school sites, or between school districts in matters of adjustment of boundaries, or between auditors of school accounts, where objection is taken to certain items of expenditure; and in unorganised districts he assumes the functions of a court of revision for the correction of the assessment roll. The inspector is also empowered to suspend any teacher who wilfully neglects or refuses to carry out the agreement made with a board of trustees. All cases of suspension must be immediately notified to the Education Department.

Besides the inspector, school visitors have the right to visit the school, to examine the progress of the pupils, and to give advice to the teacher and pupils. All clergymen, members of Advisory Board, judges, members of the Legislature, and members of the municipal councils, are school visitors in the district in which they reside; the clergymen must have a pastoral charge.

II.—Local Administration.

The local authorities are divided into two classes, (*a*) the Trustees in rural districts, (*b*) Public School Boards in cities, towns, and villages.

(*a.*) *Rural School Districts.*

Formation of Rura School Districts.

The council of each rural municipality may by bye-law form portions of the municipality when no schools have been established into school districts, provided—

(a) That no school district shall be so formed unless there

shall be at least ten children of school age living within the same;

(b) That no school district shall include more territory than twenty square miles, exclusive of public roads.

In unorganised territory the inspector of the district can form a portion or the whole of such territory into a school district, provided that it does not exceed, in length or breadth, five miles in a straight line, and that it is formed only on the petition of five property owners in the territory. Every rural municipal council, moreover, has the power to unite two or more districts in the same municipality into one, if at a public meeting called for that purpose by the trustees or the inspector in each district a majority of the ratepayers present at each meeting request the same to be united. The council can also alter the boundaries of a school district, or divide an existing district into two or more districts and unite portions of an existing district with another district, provided that all persons affected by the new arrangement have been duly notified. In case of dissatisfaction, a majority of the trustees or any five ratepayers may appeal to a Judge of the County Courts, who has the power to settle the dispute, which settlement remains in force for three years. If the school district happens to be situated in the district of more judges than one, the Department of Education directs to which judge the appeal shall be made. It is provided that where the decision of the judge does not affirm that of the council, and an application for reconsideration, signed by a majority of the ratepayers affected by the decision, or signed by a majority of the trustees of the district affected, is delivered to the judge within three months from the date of the decision, the judge may reconsider the matter and, if he think fit vary his decision.

Annual school meeting.

A meeting of the ratepayers in each rural school district is held on the first Monday in December in each year, unless that day happen to be a public holiday. After the election of one of their number to be chairman of the meeting the business of the day is conducted in the following order:—

(i.) The Annual Report of the Trustees is received and discussed.
(ii.) The Annual Report of the Auditor is presented.
(iii.) Election of an Auditor for the following year.
(iv.) Miscellaneous business.
(v.) Election of Trustee or Trustees to fill vacancy or vacancies.

All assessed ratepayers of the full age of twenty-one years are entitled to vote at such meeting.

School Trustees.

For each rural district there are three trustees, one of whom retires each year. The necessary qualifications for the position of trustees are that the person should be an actual resident ratepayer within the school district, rated on the last revised assessment roll of the municipality or one of the municipalities

in which the school district is situate, and of the full age of twenty-one, and able to read and write.

If the ratepayers of any school district for two years neglect or refuse to elect Trustees, the Council of the Municipality has the power to nominate Trustees, who shall act as if they had been elected by the ratepayers.

Any complaints as to proceedings at elections are heard by the Inspector, if made within thirty days after the election. Under these circumstances the Inspector has power to administer oaths, summon witnesses, enforce their attendance, and compel them to produce documents and to give evidence on oath.

The newly-elected Trustee, after he has accepted office, has to make the following declaration in writing:—

"I, A. B., do solemnly declare that I will truly, faithfully, and to the best of my ability and judgment discharge the duties of the office of School Trustee for the school district of ."

Duties of Trustees.

(1.) To make arrangements for the annual school meeting and for any other special meeting as may be required for the purpose (α) of electing a Trustee or Auditor; (β) of selecting a new school site; (γ) of dealing with any other lawful school matter as the Trustees may think proper. (All meetings can only be held after six days' notice posted in three or more public places of the district.)

(2.) To provide adequate accommodation and a legally qualified teacher or teachers, according to the regulations prescribed by law, for two thirds of the actual resident children, between the ages of five and sixteen years.

(3.) To apply to the municipal council, at or before its first meeting after the thirty-first of July, for the levying and collecting by rate of all sums for the support of their schools authorised by the Public Schools Act, and also for the purchase of sites and erection of school buildings, either by one yearly rate or by the issue of debentures.

(4.) To arrange for the payment of teachers' salaries at least quarterly.

(5.) To see that the fabric of the school is kept in proper repair.

(6.) To exempt, either wholly or partially, indigent persons from payment of school rates.

(7.) To visit, from time to time, every school under their charge, and see that it is conducted according to law and the authorised regulations, and to provide school registers and a visitors' book.

(8.) To see that no unauthorised books are used in the school, and that the pupils are duly supplied with a uniform series of authorised text-books sanctioned by the Advisory Board.

(9.) To prepare for the annual meeting a report containing a summary of their proceedings during the year, and a full and detailed account of the receipt and expenditure of all school moneys.

(10.) To collect at their discretion, from non-resident pupils, and from pupils whose parents or guardians reside on land in

the school district exempt from taxation, a sum not exceeding fifty cents per month for each pupil attending school, and pupils may be excluded from school for non-payment of fees.

(b) Public School Boards in Cities, Towns, and Villages.

In every village or town not divided into wards there are three elected school trustees holding office under similar conditions as the trustees in rural districts. In all larger villages and towns, and in cities which are so divided, two trustees are elected for each ward, one of whom retires each year.

The nomination and election of public school trustees are held at the same time and place and by the same returning officers as the municipal nominations and election of aldermen and councillors, and the provisions of the "Municipal Act," respecting the qualification of voters, the time for opening and closing the polls, etc., apply to the election of public school trustees.

The Act assigns the following duties to board of school trustees:—

(1) The appointment of a secretary and treasurer or secretary-treasurer, and one or more collectors, if required, of such school fees or rate bills as the Board may have authority to charge.

(2) The provision of adequate accommodation for all the children between the ages of 6 and 16 resident in the municipality.

(3) The determination of the number, kind, grade, and description of schools (such as male, female, infant, ward, or central schools) to be established and maintained, of the teachers to be employed, of the terms on which they are to be employed, the amount of their remuneration, and the duties they are to perform.

(4) The preparation of an estimate of expenditure to be laid before the Municipal Council.

(5) The collection at their discretion from the parents or guardians of children attending any public school under their charge a sum not exceeding 20 cents per month per pupil to defray the cost of text-books, stationery and other contingencies, and to see that all the pupils in the schools are duly provided with the uniform system of authorised text-books, and the collection at their discretion from non-resident pupils, and from pupils whose parents reside on land exempt from taxation, of a fee not exceeding a dollar a month for each pupil, and for a collegiate department an additional two dollars per month.

(6) The constitution at their discretion of one or more of the public schools of the city to be a model school for the preliminary training of public school teachers.

(7) The publication in one or more public newspapers or otherwise, and the transmission to the Department of Education of a report signed by the Chairman and containing all the information required by the regulation of the Department.

Furthermore, such Boards are empowered, if it is considered expedient, to provide a course of kindergarten instruction for children between the ages of three and six, to appoint a superin-

tendent (so far Winnipeg is the only community which has availed itself of this right). They may also, with the consent of the Department, establish night schools for pupils over 14 years of age, unable to attend during ordinary school hours.

III.—Finance.

(a.) *Annual Grants.* (b.) *Loans.*

(a) *Annual Grants.*—The two main sources from which funds are derived for maintaining public schools are (*i.*) the Legislative Grants, and (*ii.*) the Municipal Taxes.

(*i.*) *Legislative Grants.*

Out of the sums placed at the disposal of the Education Department by the Legislature, a sum of sixty-five dollars is paid semi-annually for each teacher* employed in each school district, if the school has been in operation for the full term of the preceding period, otherwise a sum proportionate to the length of time for which the school was opened. No school, however except in the case of a new school, is entitled to receive a larger amount than one half of the sum required by the trustees for the current expenses of the school; and, moreover, the grant may suffer a reduction should the average attendance fall below 40 per cent. of the numbers on the roll.

To entitle the school to any share in the grant its trustees must have made the returns to theDepartment required by law, and the school must be conducted in accordance with the regulations of the Education Department and of the Advisory Board. Unless this last condition be fulfilled the school is not considered to be a public school, nor permitted to receive municipal grants.

The Legislative Grant during the year 1898, as recorded in the published report of the Department, amounted to $175,857 (£35,174), *i.e.*, about 25 per cent. of the total amount derived from public funds (*i.e.*, legislative and municipal grants), but only some 16 per cent. of the full sum available for the support of the public schools; it should also be mentioned that the sum entered for the year 1898 does not represent the amount actually expended, since some of the school grants remained unpaid at the time of the making up of the figures.

(*ii.*) *Municipal Grants.*

It is the duty of the local authority to provide such sums of money as are requisite for maintaining the efficiency of the school beyond the amounts received from the central authority. These local grants contain two elements, (*a*) a fixed rate per teacher employed, (*b*) a variable rate dependent on the amount of current expenditure.

* On the wisdom of the policy of giving the same amount of grant in aid of the salary of the oldest and most experienced teacher and the merest beginner, see the remarks of the Principal of the Provincial Normal School quoted below, Section IV. of this report.

Under (*a*) the School Trustees are entitled to receive from the municipal authorities a sum of twenty dollars per teacher for each month the school has been kept opened. Every school that has been open for 102 teaching days is held to have been open for six months, and 204 teaching days constitute a full teaching year of twelve months. It is the duty of the Trustees to lay before the Municipal Council at its first meeting after July 31 in any year the number of months the school has been kept open and the number of months they intend to keep the school open, together with the number of teachers employed. If the trustees fail to make this return they cannot claim any sum beyond that which the Municipal Council may, at its discretion, fix for them.

Beyond this fixed grant the school law enacts that the council of every rural municipality, and the municipal council of every city, town, or village, shall levy and collect such sums as may be required by the public school trustees for school purposes. All unexpected balances are to stand to the credit of the school fund, and all moneys collected by the Municipality but unpaid to the School Trustees constitute a debt due from the Municipality to the Trustees.

The area of taxation for school purposes is the widest possible. Article 124 of the Revised Statute of Manitoba, c. 127, says:—

"The taxable property in a municipality for school purposes shall include all property liable to municipal taxation, and also all property which has heretofore been or may hereafter be exempted by the Municipal Council from municipal taxation but not from school taxation. No Municipal Council shall have the right to exempt any property whatsoever from school taxation."

Moreover, as the schools are public schools, no one is released from the obligation to contribute to their support by reason of the fact that he does not avail himself of the advantages which they offer. In view of the circumstances prevailing at the time of the passing of this measure, it is expressly laid down in the Act that any person residing in one school district and sending his children to the school of a neighbouring one, is, nevertheless, liable for the payment of rates assessed on his property for the support of the school in which he resides.

(b) *Loans.*

For certain purposes (such as the purchase of school sites, the erection and furnishing of school houses, or their purchase, the purchase or erection of a teacher's residence) the trustees may, under certain restrictions, borrow the necessary funds.

In the first instance the loans must be authorised at a meeting of the ratepayers called for this special purpose, and after, at least, two weeks' notice. No loan of more than 700 dollars nor one which would make the outstanding liabilities of the school community exceed that amount, can be authorised by a resolution of the ratepayers. If it is desired to raise a larger loan, a special bye-law must be passed in accordance with the terms

of the Municipal Act; and it is the duty of the Municipal Council to submit any such bye-law to a vote when so requested by the School Trustees. In the case of rural school districts the persons entitled to vote on such bye-laws are all owners of real property within the district, whose names are on the last revised list of municipal electors. A majority of three-fifths of those voting is necessary for the adoption of the bye-law.

No loan under 2,000 dollars can be made for any term over 10 years, and the longest term in any case permissible is 20 years. The principal of the loan must be made repayable in annual instalments, and all boards having debentures not complying with this regulation have been obliged to establish a sinking fund. All loans must be sanctioned by the Education Department, and for this purpose the minutes of the meeting at which the loan was authorised must be forwarded to the central office; and the sanction of the Department is given, the debentures are issued, signed and sealed by the Provincial secretary. If in the opinion of the Department the interests of the holders of previous debentures are likely to be prejudiced by this new issue, assent may be withheld.

The debenture indebtedness of the School Authorities has risen from $413,478 in 1889, to $841,103 in 1898.

IV.—Teachers.

Teachers' Certificates and Training.

All teachers in the public schools must be holders of certificates granted by the Advisory Board of Education. There are three classes of certificates, first, second, and third; the first class includes certificates of two grades, the other two classes have but one.

The examinations on the results of which these certificates are awarded, consist of two parts, (*a*) the non-professional examination, (*b*) the professional examination. No student can enter for a professional examination without having attended at least one session either at the Provincial Normal School at Winnipeg, or at one of the local Normal Schools situated in each of the inspectoral districts. The full syllabus for these examinations will be found in Appendix D.

The minimum requirement demanded from persons wishing to serve in a public school is the possession of the third class professional certificate. No one is allowed to enter for any class of professional examination unless he holds the non-professional certificate of corresponding rank or some recognised proof of equivalent attainment. Up till a very recent date there existed a system which enabled temporary "permits" to be issued to persons of but scant attainments and with no professional training. This procedure was on numerous occasions very adversely criticised by the inspectors; and it has now been abolished, or rather replaced by the third-class certificates, which are only valid for a period of three years, and cannot now be renewed, as was hitherto the case. It has been found possible to carry out this reform, because the supply is in some cases above the

demand. but the tendency still exists for the better qualified teachers to be crowded out of the profession. In this connection the principal of the Provincial Normal School makes the following remarks in the course of his report for 1898:—

"The number of persons licensed to teach during the year has had its effect on the standing of those engaged in the profession. There is no special inducement to school trustees to secure teachers of the higher grades, except it be that better work may be expected in the school, and this does not seem to some a matter of such vital importance as obtaining a teacher at a small salary. This works in favour of the lower grade teachers who are willing and able to serve for a smaller remuneration. Care must be taken that our schools do not suffer by the employment of too many teachers of this type. Judging by the number of better teachers who are drifting out of the work, it would seem that the pressure from below is beginning to be felt. It may be that our schools would be benefited by the adoption of the principle of graded legislative grants—a principle that has operated so successfully in some other places. This makes it as easy for any school district to support a teacher of the higher grade as one of the lower, and it tends to keep in the schools those who have the ripest scholarship, most complete training and longest experience."

Other defects on which the inspectors comment are:—

(i.) The shortness of the session at the Normal Schools, which only extends to ten weeks.

(ii.) The low minimum age limit, which it is generally agreed should be raised to 18 for women and 20 for men.

(iii.) The inadequacy of a purely written test for admission to a profession in which clear and correct oral expression is a matter of the first importance.

Another difficulty which greatly hampered the work of the Provincial Normal School—viz., that of being obliged to train together in the same classes students who had never taught and others who had had such experience—has been remedied by the regulation compelling all candidates for the first or second class professional examination to hold the third-class certificate, and to have taught successfully for one year after having obtained the non-professional certificate of a rank corresponding to that grade of teacher's licence which they are soliciting. This restriction has conduced to work of a much more satisfactory character; though even now the classes at the Provincial Normal School are too crowded and of too limited duration to enable each student to receive that individual attention from the staff and to obtain that sufficient opportunity for practical work which are most essential features in a really efficient system of training.

Besides the regular opportunities for training offered by the Normal School, there exists in each inspectoral division a Teachers' Institute or Association, which deals with matters directly concerning the inner life of the schools; and the inspectors' reports

contain most frequent allusions to the deep interest displayed by the teachers in this work and to the large numbers attending these meetings.

Principal McIntyre says: "These Institutes are useful in many ways. They assist in making clear to the teachers the aims and methods of education; they settle many of the practical difficulties of the schoolroom; they arouse a fresh enthusiasm for the work of teaching. They bring the Normal School into closer touch with the schools of the country, and thus prevent the training of teachers from becoming too theoretical. They also bring the schools and the people into more friendly relation, as at all gatherings many of the parents of the district attend, and frequently take part in the proceedings."

The teacher is engaged under a written agreement between him and the trustees of the school district in which he intends to serve. Changes from school to school and from district to district are very frequent; the number of teachers who have a recorded service of five years in the same school is small.

Salaries

No system of graduated salaries exists; the actual amount received by the teacher is settled in private agreement between him and the local trustees who are his employers. But it is felt that the trustees are not always the best judges of the interests of the school in this matter.

In 1894 Mr. E. E. Best writes: "The teachers in charge held all grades of certificates and represented all stages of proficiency, from the very highest standard of moral and professional excellence, down to those who had neither training, experience, nor aptitude; the law of uniformity in the teacher's vocation applies only in the case of salaries. Even here, however, there are faint signs of reformation. Formerly the skilful and cultivated teacher was remunerated on the same basis as the novice, the ubiquitous tramp and adventurer. In some quarters the trustees are beginning to discriminate between the work of an artist and that of an artisan, and it is to be hoped that the near future may witness the grading of teachers' salaries and the proper compensation of those who are our real teachers."

The same hopefulness does not possess Mr. T. M. Maguire, who says in his report for the following year (1895): "It is to be regretted that trustees do not make more distinction in the matter of salary between third and second class teachers. The neophyte who has just passed his examination, or the inexperienced teacher looking for his first school, can usually do as well in the matter of salary as the trained and experienced teacher."

The highest salary paid in 1898 was $1,800: the average salary for the province was $344, in towns and cities $563, in rural schools $397. The highest salary paid in rural schools was $700.

V.—Attendance.

There is no clause in the Act of 1890 which makes attendance compulsory. The Trustees in rural districts are bound by law to provide school accommodation for two-thirds of the actual

resident children between the ages of five and sixteen; the town authorities for all children between six and sixteen. Any child between these limits of age has a right to free instruction, but persons up to the age of twenty-one may attend school.

The absence of any compulsory regulations makes attendance irregular, but there are few advocates for their introduction. Mr. Rose, an Inspector, writes:—"Attendance should be in a measure at least compulsory. If the education of the child is a subject of such vast importance that every citizen may with justice be required to contribute towards the maintenance of the public school, then the State should have some adequate means of controlling the expenditure of their money. It is probable that if the payment of the various grants were made in some measure proportionate to the attendance, some slight improvement would follow. I visited one school in which there had not been a single pupil for six weeks. The teacher, who was in the habit of visiting the school each morning, was in receipt of a salary of $40 per month." Other inspectors are more disposed to rely rather upon a larger measure of zeal on the part of the teachers and upon the greater interest of parents in the work of education. The necessities of home requirements, it is admitted, account largely for this irregularity, but it is also in no small degree due to the carelessness and indifference of parents and guardians.

VI.—Curriculum.

The full programme of studies for the public school is given in Appendix B. Reading, Writing, and Arithmetic, together with "Observation Lessons," are the main subjects in the three lowest grades. The study of Geography is begun in Grade III., and of History in Grade V. With reference to the teaching of this last branch the Superintendent of the Winnipeg Schools, writes:—"All classes above five study British and Canadian History. This study is carried on with a view to leading our boys to appreciate their birthright as British subjects and citizens of Canada, to acquaint them with the duties and privileges of the citizenship, and to familiarise them, in an elementary way, with the nature of the problems, which the past presented, thus laying the foundations for intelligent participation in public matters when in mature years the exercise of that citizenship shall fall to them."

Elementary Science replaces the Observation lessons in the Fifth grade, Physiology is added in the Sixth, and Grammar in the Seventh; Agriculture is also taught in certain schools.

The object of the "Programme of Studies" is formulated by the Superintendent of the Winnipeg schools as follows:—"No attempt is made to have each pupil master the prescribed allotment of each subject specified in the course. The programme of studies is used as a guide to the teacher to indicate the material to be employed for the mental and moral development of the pupils. The primary aim is development; the communication of know-

ledge is the secondary aim, although the most certain means of reaching the latter object is the faithful pursuit of the former. In determining when pupils are to be promoted, the question asked is not whether all the assigned subjects have been mastered to some specified degree expressed in percentage, but whether the educational progress of the pupils will be best served by advancement to another grade or by retention for a longer time in that in which he has been working."

Religious Instruction.

The religious instruction may be given in school hours, but the Regulations of the Advisory Board with regard to religious exercises in the public schools permit the reading, without note or comment, of certain selected passages from the authorised English version or the Douay version of the Bible, and the use of a prescribed form of prayer.*

VII.—Intermediate and Collegiate Schools.

(*a.*) *Intermediate Schools.*—Intermediate schools are always combined with ordinary public schools, and it is usually only a small proportion of the pupils that are doing intermediate work. This consists in a more advanced study of the branches of the public school curriculum rather than in the introduction of new subjects. These schools are largely used by intending teachers as places of preparation for the non-professional examination for third class certificates.

(*b.*) *Collegiate Schools.*—The secondary schools proper of the province are the so-called Collegiate Schools. There are three such schools in Manitoba, situated at Winnipeg, Brandon, and Portage la Prairie. The Advisory Board has authority to regulate the standard of admission to these schools, but it is usual to admit boys after a special examination, a practice frequently criticised as tending to lower the standard of attainment. The number of pupils in attendance at each of these schools in 1898 was 525, 210, 126 respectively. These institutions prepare their pupils for the first class certificates and for the entrance examination of the University of Manitoba. In 1896 a commercial course was started at the Winnipeg Institute, where instruction is given in the following branches: English, Mathematics, History and Geography, Book-keeping, Agriculture, Shorthand. The number of pupils attending this course in 1898 was 43.

VIII.—The University of Manitoba.

The University of Manitoba was incorporated by an Act of the Manitoban Legislature in 1877. It was constituted on the model of the old London University, as a purely examining body. But certain teaching institutions are affiliated to the University, and have the right to nominate seven representatives to the University Council. The Colleges† thus affiliated at the

* The full text of these Regulations will be found in Appendix C.

† *Cf.* Papers relating to University Education of Roman Catholics in Certain Colonies (Colonial Office Return, Cd. 115, 1900, p. 10.)

present time are the St. Boniface College (Roman Catholic), St John's College (Episcopalian), Manitoba College (Presbyterian) Wesley College (Methodist), and the Manitoba Medical College. The University has an endowment of 150,000 acres of land, and enjoys an income of $5,500. The number of students is about 135. In the University there are three faculties—Arts, Medicine and Law, though the Statutes permit, under certain conditions the establishment of a Faculty of Theology. No such faculty has yet been created. Students may matriculate after passing the Preliminary examination or the Medical Entrance examination. At the end of his first year of study the student may enter for the Previous examination, and subsequently after at least two years' further study he may present himself for the Senior B.A. examination, either in the General B.A. Course or in some special course of study. These special courses are five in number: (i.) Classics, (ii.) Mathematics, (iii.) Modern Languages, (iv.) Natural Science, (v.) Mental and Moral Science. The schedule of the subject matter dealt with in these examinations will be found in the Calendar of the University.

Scholarships are awarded on the results of most of the University examinations, except the final examinations for degrees. Before payment is made a certificate of satisfactory attendance must be returned by the Head of the College to which the student is attached. Catholics and Protestants are both represented on the Board of Studies and on the various examination Committees, and in Mental and Moral Science papers are set both in Latin and English, and in the Preliminary and Previous French and English versions of the questions set are distributed. In 1898 there were admitted to graduation 40 Bachelors of Arts, 11 Masters of Arts, 20 Doctors of Medicine, 11 Masters of Surgery, and 3 Bachelors of Laws; of these graduates 9 were women, who are admitted to the examinations on the same terms as men.

IX.—The Neglected Children Act.

The following are the chief provisions of an Act passed in 1898 for the better protection of neglected and dependent children:—

The Lieutenant-Governor may appoint an officer, to be known as the Superintendent of Neglected Children. The duties of this officer are (1) to encourage and assist in the organisation and establishment in various parts of the province of societies for the protection of children from neglect or cruelty. He shall exercise, by virtue of his office, the powers conferred on such societies of placing such children in properly selected foster homes. He is to visit all temporary homes and shelters where children are placed, to provide for the visitation of children in foster homes, and to see that a record of all committals is kept by the societies and of all children boarded out.

Children are liable to be apprehended—

(1) If they are found begging in any street or place of public resort.

(2) If they are found wandering about at a late hour or sleeping at night in barns, outhouses, or in the open air.

(3) If they are found dwelling with a thief, drunkard, or vagrant, or from such causes are allowed to grow up without salutary parental control.

(4) If found guilty of petty crimes and likely to develop criminal tendencies if not removed from their surroundings.

The Judge before whom the child is brought may make an order for its delivery to the custody of a society, and may order the municipality to which the child belongs to contribute a reasonable sum, not less than one dollar weekly, towards the expense of supporting the child. The society is empowered to place the child in a foster home, but must always retain the right to terminate the contract if the welfare of the child demand it. The Lieutenant-Governor may discharge any child from the custody of the society.

APPENDIX A.

EDUCATIONAL STATISTICS, 1871–1898.

1.—School Population.

Year.	School Population.	Pupils Registered. Under 5.	Pupils Registered. 5–21.	Pupils Registered Over 21.	Total No. of Pupils Registered.
1871 - -	—	—	—		817
1881 - -	7,000	—	—	—	4,919
1882 - -	9,641	—	—	—	6,972
1883 - -	12,346	—	10,484	—	10,831
1884 - -	14,129	—	—	—	11,708
1885 - -	15,850	—	11,046	744	13,074
1886 - -	16,834	—	14,246	1,000	15,926
1887 - -	17,600	—	14,484	—	16,940
1888 - -	18,350	—	14,996	—	18,000
1889 - -	21,471	57	17,275	1,027	18,358
1890 - -	25,077	65	21,972	1,219	23,256
1891 - -	28,678	58	22,488	1,325	23,871
1892 - -	29,564	130	23,022	94	23,243
1893 - -	34,417	80	28,393	233	28,706
1894 - -	36,459	74	32,403	203	32,680
1895 - -	44,932	87	35,062	222	35,371
1896 - -	50,093	85	37,701	201	37,987
1897 - -	51,178	84	39,569	188	39,841
1898 - -	57,431	88	43,825	157	44,070

2.—Attendance.

Year.	Pupils who attended less than 100 days.	Between 100 and 150 days.	Between 151 days and the whole year.	Average Attendance.	No. of School Days in year.
1883 - -	—	—	—	5,064	—
1884 - -	—	—	—	6,520	—
1885 - -	—	—	—	7,847	—
1886 - -	—	—	—	8,611	203
1887 - -	9,878	4,410	3,607	9,715	228
1888 - -	7,302	—	—	9,856	193
1889 - -	11,807	5,770	4,033	11,242	212
1890 - -	12,461	5,256	3,860	11,627	213
1891 - -	13,990	7,321	5,424	12,433	215
1892 - -	12,306	5,762	5,766	12,976	218
1893 - -	15,958	7,983	6,180	14,180	215
1894 - -	16,845	7,486	8,707	16,260	218
1895 - -	16,768	8,643	9,913	19,516	212
1896 - -	18,439	9,654	9,894	20,247	216
1897 - -	18,725	10,082	10,835	21,500	216
1898 - -	20,557	10,036	13,477	24,958	217

3.—Teachers Employed and Standing.

Year.	No. of Teachers.	Male.	Female.	Collegiate.	1st Class.	2nd Class.	3rd Class.	Interim Certificates.
1883	246	123	123	9	37	77	88	35
1884	359	170	189	—	47	118	138	56
1885	476	231	245	6	47	148	200	75
1886	525	242	283	7	44	148	236	89
1887	581	285	296	7	55	149	255	115
1888	675	267	408	8	62	190	298	117
1889	668	320	348	9	71	207	258	123
1890	840	451	389	5	68	279	369	100
1891	866	412	454	6	88	318	414	40
1892	902	390	512	9	86	392	341	74
1893	997	435	562	10	94	448	392	53
1894	1,047	500	547	15	126	467	383	56
1895	1,093	570	523	18	121	525	395	34
1896	1,143	585	558	20	140	539	401	43
1897	1,197	601	596	23	219	625	319	11
1898	1,301	654	647	25	224	658	379	4

4.—Examination of Teachers.

Year.	1st Class.		2nd Class.		3rd Class.		Certificates Granted on standing obtained elsewhere.				Total Number receiving Certificates.
	No. Examined.	No. Passed.	No. Examined.	No. Passed.	No. Examined.	No. Passed.	1st Class.	2nd Class.	3rd Class.	Interim.	
1886	–	14	–	80	265	201	4	10	-	81	398
1887	23	10	61	19	265	92	18	12	–	186	337
1888	15	6	72	29	264	181	14	32	–	159	421
1889	17	7	81	28	268	150	21	74	–	137	417
1890	14	10	128	31	419	201	15	110	16	124	610
1891	15	9	152	78	393	263	24	112	60	40	687
1892	19	8	193	86	328	122	30	140	90	74	777
1893	22	12	137	50	433	131	65	122	41	53	723
1894	28	19	225	67	616	181	49	106	19	56	816
1895	22	14	235	90	499	118	41	106	23	34	886
1896	42	29	246	164	294	135	58	141	24	43	1,017
1897	44	23	235	97	305	165	76	174	24	11	1,133
1898	32	18	216	90	276	189	41	67	5	4	1,209

5.—Normal School.

Year.	Teachers.		Students at Long Sessions.	Students at Short Sessions.	Number of Long Sessions.	Number of Short Sessions.
	Provincial Normal.	Local Normal.				
1883 - - -	1	—	16	—	2	—
1884 - - -	1	—	35	89	2	5
1885 - - -	1	—	31	93	1	4
1886 - - -	1	—	38	83	1	3
1887 - - -	1	—	31	99	1	1
1888 - - -	2	—	42	108	1	2
1889 - - -	2	—	35	122	1	3
1890 - - -	2	—	28	59	1	2
1891 - - -	2	5	67	122	1	5
1892 - - -	3	12	60	153	1	6
1893 - - -	3	9	63	85	1	4
1894 - - -	4	8	75	124	1	5
1895 - - -	4	9	189	149	2	5
1896 - - -	4	9	136	102	2	5
1897 - - -	4	9	143	101	2	4
1898 - - -	6	9	184	204	2	5

6.—Receipts and Expenditures.

	Receipts.			Expenditures.					
Year.	Legislative Grant.	Municipal Taxes.	Total.	Teachers' Salaries.	Building, Furnishing and School Sites.	Fuel.	Repairs, Cleaning and care of School Houses.	Salaries of Sec.-Treasurers.	Total.
	$ c.	$	$	$	$	$	$	$	$
1883	20,596 81	—	—	—	97,068	—	—	—	363,775
1884	37,301 50	149,494	328,847	129,376	67,281	—	—	—	302,273
1885	40,916 01	195,640	338,996	150,759	50,393	—	—	—	320,899
1886	47,277 01	246,597	380,623	168,042	47,785	—	—	—	352,849
1887	54,478 75	226,813	357,267	181,042	38,734	—	—	—	420,055
1888	76,336 36	—	—	198,882	42,577	—	—	—	—
1889	96,111 38	282,204	456,721	206,813	70,464	—	—	—	413,478
1890	99,257 62	225,089	426,705	200,929	61,036	11,634	9,857	7,671	388,981
1891	95,306 71	312,396	502,640	251,719	198,403	19,944	10,446	9,521	457,231
1892	105,575 33	262,297	500,227	291,329	199,637	44,332	17,916	6,709	636,592
1893	108,071 55	329,562	760,583	317,119	134,590	24,108	12,356	6,293	744,178
1894	117,347 67	354,963	875,156	359,076	132,932	20,567	33,478	4,749	774,865
1895	129,099 13	481,828	892,056	378,656	118,519	18,166	32,084	12,070	797,542
1896	136,582 03	472,039	857,153	441,185	96,863	25,074	32,670	17,699	810,912
1897	143,561 41	525,482	825,774	445,204	57,370	26,648	34,265	11,928	805,417
1898	175,874 23	522,035	1,098,796	465,371	163,281	26,850	38,572	13,159	1,011,368

Note.—In the above Table the Legislative grant and total receipts are incomplete for the year 1898, as some of the grants to Schools have not yet been paid.

7.—Schools, School Houses and Apparatus.

Year.	Number of School Districts Organized.	Number of Schools in Operation.	Number of School Houses.	Frame.	Brick.	Stone.	Log.	Schools using Maps.	Number of Maps.	Number of Globes.	Number of Trees planted during Year.
1871	16	–	–	–	–	–	–	–	–	–	–
1881	128	–	–	–	–	–	–	–	–	–	–
1882	182	–	–	–	–	–	–	–	–	–	–
1883	272	256	–	–	–	–	–	–	–	–	–
1884	359	326	–	–	–	–	–	–	–	–	–
1885	468	390	–	–	–	–	–	–	–	–	–
1886	549	465	–	–	–	–	–	–	–	–	–
1887	575	506	–	–	–	–	–	–	–	–	–
1888	639	547	–	–	–	–	–	–	–	–	–
1889	700	592	543	432	19	6	84	487	1,594	–	–
1890	719	712	554	450	21	6	77	509	1,796	293	–
1891	774	746	629	532	15	6	76	567	1,849	346	–
1892	821	789	653	563	25	7	58	586	1,905	364	1,224
1893	874	860	669	568	27	10	64	611	2,273	462	2,475
1894	916	884	744	627	37	11	69	704	2,113	541	2,223
1895	956	982	761	636	38	16	71	759	2,445	557	5,595
1896	985	1,032	854	703	39	16	96	804	2,625	596	3,231
1897	1,018	1,068	860	730	39	16	75	809	3,056	614	5,249
1898	1,042	1,250	924	763	49	18	94	852	3,256	659	2,996

8.—Teachers' Salaries.

Year.	Highest Salary Paid.	Average Salary for the Province.	Average Salary in Cities and Towns.	Highest Salary in Rural Schools.	Average Salary in Rural Schools.	Number of Teachers Attending Normal Five Months or more.	Number Attending less than Five Months.	Untrained Teachers.
	$	$ c.	$ c.	$	$ c.			
1883	—	522 00	670 00	—	456 50	—	—	—
1884	—	—	699 00	—	433 50	—	—	—
1885	—	—	554 00	—	425 10	—	—	—
1886	1,500	459 00	—	—	—	—	—	—
1887	1,500	—	—	800	—	143	210	288
1888	1,500	—	—	850	—	194	258	223
1889	1,500	483 20	602 16	900	463 70	185	302	178
1890	1,500	488 13	741 30	800	453 46	189	289	180
1891	1,600	474 05	661 23	900	426 60	269	431	166
1892	1,600	490 15	700 52	900	461 00	343	366	192
1893	1,800	479 36	642 68	800	456 24	419	356	222
1894	1,800	480 00	631 90	720	410 00	452	290	147
1895	1,800	427 89	635 35	720	368 67	487	390	216
1896	1,800	434 73	604 94	750	411 85	654	341	148
1897	1,800	495 21	533 56	750	484 48	709	352	136
1898	1,800	433 80	562 96	700	397 21	795	409	97

9.—Assets and Liabilities.

Year.	Assets.			Liabilities.		
	Taxes due from Municipal Councils.	Value of School Houses, Sites and Furniture.	Total	Amount due Teachers.	Debenture Indebtedness.	Total.
	$	$	$	$	$	$
1883	—	411,596	—	—	295,785	—
1884	—	334,824	—	—	372,980	—
1885	—	—	—	—	448,426	—
1886	—	581,442	—	—	459,791	—
1887	—	434,072	—	—	420,055	—
1888	—	—	—	—		—
1889	—	615,319	—	—	413,478	—
1890	253,847	647,355	904,682	91,319	454,546	551,208
1891	249,561	668,272	928,442	84,201	449,489	679,449
1892	232,028	796,413	1,232,675	70,921	537,676	674,687
1893	401,262	852,335	1,263,447	91,773	555,856	761,577
1894	312,665	975,112	1,468,282	96,070	655,723	939,881
1895	289,687	1,128,518	1,560,700	100,226	741,134	972,912
1896	407,976	1,164,569	1,677,037	92,085	750,351	1,015,546
1897	350,344	1,226,423	1,754,875	83,228	740,444	1,018,568
1898	418,598	1,394,906	2,057,453	84,892	841,103	1,309,876

10.—Expenditure of Legislative Grant.

Year.	Payment to Schools.	Inspection of Schools.	Examination of Teachers.	Normal School.	Office.	Total.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1883	20,596 81	1,361 00	1,059 71	1,090 00	5,133 18	29,242 70
1884	37,301 50	3,609 50	732 44	3,100 65	6,683 32	51,500 30
1885	40,916 01	3,914 40	1,174 85	3,145 71	6,463 86	55,794 85
1886	47,277 01	4,360 30	1,377 22	3,417 48	6,599 23	62,980 94
1887	54,478 75	5,442 04	1,676 12	4,910 35	8,160 92	74,668 18
1888	76,336 36	7,092 35	1,587 68	5,263 94	8,010 43	97,051 96
1889	96,111 38	7,439 40	1,583 13	6,595 52	8,279 92	118,809 05
1890	99,257 62	7,745 65	1,762 46	5,542 86	3,833 43	118,292 97
1891	95,306 71	7,838 78	1,814 74	5,184 30	3,692 53	113,837 16
1892	105,575 33	8,351 64	2,081 43	5,913 30	4,020 70	127,036 93
1893	108,071 55	8,626 80	2,803 46	8,802 92	3,706 22	136,968 49
1894	117,347 67	9,531 85	3,815 07	5,369 98	4,040 58	140,562 68
1895	129,099 13	9,878 67	2,993 03	5,440 10	4,003 41	152,386 54
1896	136,582 03	9,806 75	1,707 12	5,628 09	3,989 78	171,546 81
1897	143,561 41	10,496 85	2,138 02	5,988 92	3,955 53	166,903 48
1898	175,874 23	10,966 50	2,255 90	8,202 46	3,926 42	201,557 81

Note—In the above table the payments to schools and the total amount of expenditure are incomplete for the year 1898, as some of the grants to schools have not yet been paid.

11.—Legislative Grant for 1898.

EXPENDITURE.

	$ c.	$ c.
Payments for Office:		
Salaries	3,071 00	
Printing and Stationery	445 54	
Postage and Telegraph	312 73	
Incidentals	12 15	
Typewriter	90 00	
		3,926 42
Payments for Inspection of Schools:		
Salaries	10,925 00	
Printing and Stationery	11 60	
Incidentals	29 90	
		10,966 50
Payments for Normal School:		
Salaries	4,860 88	
Printing and Stationery	148 83	
Travelling Expenses	85 00	
Library	174 20	
Furniture and Repairs	174 30	
Incidentals, Rent of Piano, Caretaking, Light, etc.	141 75	
Examinations	473 70	
Rent	2,143 80	
		8,202 46
Payments for Examination of Teachers:		
Examiners' Fees	1,798 50	
Printing and Stationery	457 40	
		2,255 90
Payments for Advisory Board:		
Members' Travelling Expenses		282 80
Payments for Teachers' Institutes:		
Travelling Expenses		49 50
Payments to Collegiate Institutes:		
Grants	7,794 51	
Expenses of Inspection	227 25	
		8,021 76
Grants to Intermediate Schools		9,100 00
Ordinary Grants to Schools		158,752 47
		201,557 81
Grant to Manitoba University		3,500 00
Grant to Manitoba University (Special)		750 00
Grant to Manitoba University (Building Fund revote)		60 00
		$205,867 81

12.—Schools.

Year.	School Districts.			Expenditure to Schools.		
	Organized.	In Operation.	No. of Departments.	Maximum Grant to each School per Year.	Total Grant to Schools.	Total Expenditure.
				$ c.	$ c.	$ c.
1885 - -	468	343	390	100 00	40,916 01	55,794 85
1886 - -	549	422	465	100 00	47,227 01	62,980 94
1887 - -	575	464	506	100 00	54,478 75	74,668 18
1888 - -	639	495	547	150 00	80,641 00	93,546 00
1889 - -	700	574	592	150 00	96,111 38	118,809 05
1890 - -	719	627	712	150 00	99,257 62	118,192 97
1891 - -	774	612	746	150 00	95,306 71	113,837 16
1892 - -	821	660	789	150 00	105,575 33	127,036 39
1893 - -	874	713	860	130 00	108,071 55	136,968 49
1894 - -	916	751	884	130 00	117,347 67	140,562 68
1895 - -	956	786	982	130 00	129,099 13	152,386 54
1896 - -	985	833	1032	130 00	136,582 03	171,546 81
1897 - -	1018	843	1068	130 00	143,561 41	166,903 48
1898 - -	1042	928	1250	130 00	175,874 23	201,557 81

Note.—In the above table the payments to schools and the total amount of expenditure are incomplete for the year 1898, as some of the grants to schools have not yet been paid.

13.—Religious Exercises, etc.

Year.	School Districts in operation.	Schools closed with Religious Exercises.	Schools closed with Prayer.	Bible used.	Schools giving Temperance Instruction.	Schools teaching Ten Commandments.	Schools giving Moral instruction.
1893 - -	713	451	407	339	398	343	550
1894 - -	751	594	545	533	494	272	645
1895 - -	786	433	396	295	674	205	629
1896 - -	833	361	327	236	637	196	708
1897 - -	843	333	368	282	633	237	746
1898 - -	928	325	362	255	569	258	814

14.—Classification of Pupils.

Year.	Reading.	Spelling.	Composition.	Grammar.	Arithmetic.	Book-keeping.	Writing.	Geography.	History, English.	History, Canadian.	Physiology.	Literature	Algebra.	Physics.	Botany.	Euclid.	Music.	Agriculture.	Temperance.	Drawing.
1886 -	16,205	14,474	13,140	10,303	15,258	2,779	15,851	11,217	5,658	-	2,263	-	-	-	-	-	-	-	-	-
1889 -	20,489	19,014	17,854	10,522	20,349	2,649	20,289	15,774	6,922	-	13,307	-	-	-	-	-	-	-	-	-
1890 -	20,898	20,080	18,785	11,625	21,376	3,616	21,621	15,717	7,842	-	15,259	-	-	-	-	-	-	-	-	-
1891 -	23,871	21,080	21,291	9,844	23,454	7,417	23,517	18,027	8,359	-	14,368	6,182	652	276	-	-	-	-	-	-
1892 -	24,625	23,057	23,685	14,376	24,625	6,576	23,896	19,376	6,957	-	8,623	5,891	872	973	-	-	-	-	-	-
1893 -	28,706	25,275	16,569	16,569	25,269	4,720	26,643	17,876	7,510	7,623	4,317	7,021	2,961	2,928	1,648	1,368	10,096	-	-	-
1894 -	31,667	29,415	22,575	22,575	32,053	4,119	31,415	21,325	8,202	7,707	9,357	7,107	3,303	2,016	2,484	2,637	19,032	647	3,951	14,677
1895 -	34,592	29,145	24,948	13,226	34,592	5,393	31,552	25,203	10,256	10,238	11,878	9,766	5,012	-	6,871	4,788	21,445	6,974	15,130	17,751
1896 -	36,005	34,942	27,975	15,228	35,490	4,460	35,485	24,849	10,469	11,300	12,094	9,954	4,370	-	14,106	4,186	23,503	13,132	19,724	23,511
1897 -	39,702	37,086	32,508	12,169	39,040	3,696	39,702	26,849	11,331	12,602	14,293	12,204	4,477	-	16,505	4,252	29,216	12,674	19,397	28,734
1898 -	42,306	38,773	33,148	12,480	42,518	3,876	42,071	28,288	11,863	12,986	14,429	12,806	4,560	-	16,193	4,439	33,106	11,589	22,055	32,920

APPENDIX B.

PROGRAMME OF STUDIES FOR THE PUBLIC SCHOOLS.

The work to be done in the Public Schools is divided into nine Grades, as follows:—

Grade I.

Reading.—First Reader, Part I.

Composition.—Ready and correct use of Simple Sentences in familiar conversation growing out of reading and observation lessons.

Writing.—In exercise books with lead pencil.

Arithmetic.—Numbers 1 to 20, their combinations and separations.
Use and meaning of one-half, one-third, one-fourth, &c., to one-twentieth (no figures).
Relation of halves, fourths, eighths; thirds, sixths, twelfths; thirds, ninths (no figures)
Simple problems and practical measurements introducing gallons in peck, pecks in bushel, months in year, inches in foot, pound, current coins up to 20.
Addition in columns, no total to exceed 20.

Observation Lessons:—

1. Plant Life.—Study of the plant as a whole. Name of parts—root, stem, leaf. Experiment to determine the use of each part to the plant. Observation of the uses that animals and insects make of the plant.

Leaves.—(*a.*) Recognizing and naming a few common leaves.
(*b.*) Drawing and describing each leaf as studied. Noting size, shape, colour, margin, veining. Colouring of some drawings.
(*c.*) Memorizing appropriate poems and reproducing stories told.

Flowers.—(*a*), (*b*), (*c.*) Same as under leaves. Observing the parts in each and distinguishing between them.

Seeds.—(*a*), (*b*), (*c.*) Same as under leaves. Planting many seeds of some one kind, a few of several kinds; some in the light, some in the dark, some in dry earth, some in moist earth, some in cotton. Observing results.

2. Animal Life.—Insects—grasshopper, butterfly and allied insects.
Birds—Habits of the more familiar birds.

Note.—A calendar may be made to show changes in climate; the migration of birds; appearance of flowers; ripening of seeds, etc.

Spelling.—Copying words.

Music.—Singing of rote-songs. Drill on the scale and intervals as found in Exercises 1, 2, 3, 4 on second page, first series of Charts, Normal Music Course. (These four exercises are also printed on four cards, one on each card.)

Drawing.—Study of first year models as outlined in Primary Manual, Part I. (sphere, cube, cylinder, right-angled triangular prism, square prism, and hemisphere).

Grade II.

Reading.—First Reader, Part II.
Phonic Analysis.
Exercises in Articulation and Pronunciation.
Reading at sight from books used in Grade I.
Reading stories and poetical selections from blackboard.
Appropriate selections of poetry memorized and recited.

Composition.—The substance of the reading lesson, and of short stories told or read to pupils, to be reproduced by them orally.
Oral expression in complete sentences of simple thoughts suggested by reading, observation lessons and personal experience.

Writing.—Copy Book No. 1, with lead pencil.

Arithmetic—Numbers 1 to 20, their combinations and separations.
Use and meaning of one-half, one-third, one-fourth, etc., to one-twentieth (no figures).
Relation of halves, fourths, eighths; thirds, sixths, twelfths; thirds, ninths (no figures).
Simple problems and practical measurements introducing gallons in peck, pecks in bushel, months in year, inches in foot, pound, current coins up to 20, etc.
Addition in columns, no total to exceed 20

Observation Lessons.—Simple study of familiar plants and animals, as in Grade I.

Spelling.—From Readers only—such words from each lesson as pupils can learn while mastering the reading matter.

Music.—Singing of rote-songs. Review. Drill in Interval. Easy exercises from the Chart in each of the nine keys.

Drawing.—Study of second year models as outlined in Primary Manual, Part II. (ovoid ellipsoid, cone, pyramid, equilateral, triangular prism and vase form).

Grade III.

Reading.—Second Reader.
Phonic Analysis.
Exercises in Articulation and Pronunciation.
Appropriate selections of poetry memorized and recited.

Composition.—Brief oral expression in complete sentences of thoughts suggested by pictures, observation lessons, etc.
Narrative of occurrences within pupil's experience.
Written exercises on the foregoing after oral work has been carefully done.
Oral and written reproduction of the substance of the reading lesson.

Writing.—Copy-books 2 and 3.
Careful attention to penmanship in all written exercises.

Arithmetic.—Numbers 1 to 100.
Their combinations and separations (oral and written).
Use and meaning of one twenty-first, one twenty-second, etc., to one one-hundredth (no figures).
Addition, Subtraction, Division and Partition of Fractions dealt with in Grade II.
Roman Numerals, I to C.
Simple problems, introducing seconds in minute, minutes in hour, hours in day; pounds in bushel; sheets in quire, quires in ream, &c.

Observation Lessons :—

1. Plant Life.—Continuation of the work of Grades I and II.
Study of growth, circulation of sap, &c.
Roots.—Fibrous and fleshy ; comparing, describing, naming.
Stems.—Erect, climbing, running ; manner of growth.
Leaves.—Parts, comparisons.
Flowers.—Parts, arrangement.
Fruit.—Fleshy and dry ; comparisons.
II. Animal Life.—Insects—Ants, Bees.
Birds—Continuation of work of Grades I and II.

Spelling.—From Reader.
Words to be arranged as far as possible in groups according to similarity of form and sound.
Dictation.
Careful attention to spelling of all words used in written exercises.

Music.—Completion of work found in the first series of charts and singing of easy exercises in all keys from Part I., First Reader, Normal Music Course.

Drawing.—Prang's Drawing Book No. I., as outlined in Teachers' Manual Part I., also blank book for application of the work done in Book I.

Geography.—Development of geographical notions by reference to geographical features of neighbourhood.
Elementary lessons on direction, distance, extent.

Grade IV.

Reading.—Third Reader.
Continuation of exercises of previous Grades.
Exercises to secure projection of tone and distinct articulation.
Memorizing of Poetical Selections.

Composition. — Exercises based on Observation Lessons, Reading Lessons, Historical Tales, Geography, personal experience. Special attention to :
(1) Language as an expression of thought.
(2) Order of thought.
(3) Correction of common errors in speech.
Letter writing.

Writing.—Copy-books 4 and 5.
Careful attention to penmanship in all written exercises.

Arithmetic.—Numeration and Notation.
Simple Rules.
Addition, Subtraction, Division and Partition of Fractions already known (figures).
Introduction of terms Numerator, Denominator, &c.
Roman Notation.
Graded Problems, introducing remaining Reduction Tables.
Simple Problems, introducing the use of dollars and cents.
Daily practice in Simple Rules to secure accuracy and rapidity.

Observation Lessons.—Grade III. continued.

Spelling.—From Reader.
Exercises as in Grade III.

Music.—Completion of the work found in part I., First Reader, and reading all Music in parts II. and III. (First Reader.)

Drawing.—Prang's Drawing Book No. II., as outlined in Teacher's Manual, Part I., also blank book for application of work done in Book II.

Geography :—

(*a*) Review of work of Grade III.

Lessons to lead to simple conception of the earth as a great ball, with surface of land and water, surrounded by the air, lighted by the sun, and having two motions.

(*b*) Lessons on Natural Features, first from observation, afterwards by means of moulding board, pictures and blackboard illustrations.

(*c*) Preparation for and introduction of maps. (Review of lessons in position, distance, direction with representations drawn to scale.) Study of map of vicinity drawn on blackboard. Maps of natural features drawn from moulded forms. Practice in reading conventional map symbols on outline maps.

(*d*) General study from globe and maps. The hemisphere, continents, oceans and large islands, their relative positions and size. The continents, their position, climate, form, outline, surroundings, principal mountains, rivers, lakes, the most important countries, productions, people, interesting facts and associations.

Grade V.

Reading.—Fourth Reader.
Continuation of exercises of previous Grades in pronunciation, &c.
Memorizing of Poetical Selections.

Composition.—The work of Grade IV. continued, with exercises based on the History of this Grade.

Writing.—Copy Books 6 and 7. Careful attention to penmanship in all written exercises.

Arithmetic.—Notation and Numeration.
Formal Reduction.
Easy Vulgar Fractions.
Denominate Fractions.
Daily practice to secure accuracy and rapidity in simple rules.
Graded Problems.
Reading and writing Decimals.

Elementary Science.—

1. Plant Life—Relation of plant to soil, light, heat and moisture. Comparisons. Continued study of growth.

Trace the changes in vegetables and selected trees, keeping a record of such changes.

Roots—Primary and secondary ; annuals, biennials and perennials.

Stems—Compare underground stems and stems above ground ; compare endogens and exogens.

Buds—Situation and kinds ; arrangement.

Leaves—Peculiar forms ; arrangement.

Flowers—Position and arrangement ; analysis and description of common flowers ; this should lead up to that orderly description which is necessary in classification.

Fruit—Kinds ; how formed ; how distributed, &c.

2. Animal Life—Continuation of work of previous Grades.

Spelling.—From Reader. Exercises as in Grades III. and IV

Music.—Review of the most difficult songs and exercises in Part II., First Reader, giving special attention to two-part songs and exercises, so

that each pupil may be able to sing either a soprano or an alto part. Commencement of work laid down in the second series of charts, and Second Reader, Part II.

Drawing.—Prang's Drawing Books Nos. III. and IV. as outlined in Teachers' Manual, Part II.

Geography.—Simple study of the important countries in each continent. The position of the country in the continent; its natural features, climate, productions; its people, their occupations, manners, customs; noted localities, cities, &c. Manitoba and Canada to be studied first. Moulding boards and map-drawing to be aids in the study.

History.—Tales and Biography.

A.

Leonidas and Ancient Greece.
Hannibal and the two great nations of his time.
Alfred the Great—or Early England
Charlemagne or Medieval Europe.
Peter the Hermit and the Crusades.
Joan of Arc or the English in France.
Wolsey—his great ambition.
The Armada, or England on the Seas.
John Eliot and the rights of the people.
Wm. Pitt—England's Colonies.
Wilberforce—The Slave Trade.
Stephenson—The story of invention.
Havelock—The Indian Empire.

B.

Columbus—Discovery of America.
Magellan—Circumnavigation of the Globe.
Cartier—Early Canadian Discovery.
Champlain—and early settlement.
Cortez—The story of Mexico.
De Soto and the Mississippi.
La Salle and Western Exploration.
Madeleine de Vercheres and Daulac, or Indian Warfare.
D'Iberville and the Hudson's Bay Co.
Wolfe and Montcalm—The great struggle.
Captain Cook and Vancouver—Our Pacific Coast.
Lord Selkirk and the Red River Settlement.
Laura Secord and Canadian Loyalty.

Physiology.—Child's Health Primer (Pathfinder No. 1).

Grade VI.

Reading.—Evangeline. Riverside Lit., Series No. 1 (Houghton, Mifflin & Co.).
Biographical Stories, Hawthorne, Riverside Lit., Series No. 10 (Houghton, Mifflin & Co.).
"Sharp Eyes" and other papers. Riverside Lit., Series No. 36 (Houghton, Mifflin & Co.).

Composition.—Same as Grade V., with exercises based on the History of this Grade.

Writing.—Copy Book No. 8. Careful attention to penmanship in all written exercises.

Arithmetic.—Factors, Measures and Multiples.
Vulgar Fractions.
Easy application of Decimals.
Easy application of Square and Cubic Measures.
Daily practice to secure accuracy and rapidity in simple rules.
Easy application of Percentage.
Graded Problems.

Elementary Science.—As outlined in Course of Agriculture Series I.

Spelling.—From Reading matter. Careful attention to spelling of all words used in written exercises.

Music.—Completion of work found in Second Series of Charts, and Part II. of Second Reader.

Drawing.—Prang's Drawing Books Nos. V. and VI. as outlined in Teachers' Manual, Part III.

Geography :—

(*a*) The earth as a globe. Simple illustrations and statements with reference to form, size, meridians, parallels, with their use; motions and their effects, as day and night, seasons; zones with their characteristics, as winds and ocean currents; climate as affecting the life of man.

(*b*) Physical features and conditions of North America, South America and Europe studied and compared—position on the globe, position relative to other grand divisions, size, form, surface, drainage, animal and vegetable life, resources, causes determining growth of cities; inhabitants, their occupations and social condition; important localities, cities and towns.

(*c*) Observation to accompany the study of Geography—apparent movements of the sun, moon and stars, and varying time of their rising and setting; difference in heat of the sun's rays at different hours of the day; change in the direction of the sun's rays coming through a school room window at the same hour during the year; varying length of noon-day shadows; changes of the weather, wind and seasons.

History.—English History, Creighton, Chap. 1 to 9.
Canadian History, to taking of Quebec.

Physiology.—Physiology for Young People (New Pathfinder No. 2, Chap. 1 to 9).

GRADE VII.

Reading.—Story of Iliad.—Church. English Classic Series No. 59.
Story of Æneid.—Church. English Classic Series No. 58.
Birds and Bees.—Riverside Literature Series No. 28.
Christmas Carol (condensed).—English Classic Series No. 32.
The Children's Treasury of English Song, Part I., Palgrave. (MacMillan & Co.)

Composition.—Oral and written exercises as in previous Grad
Making of abstracts; expansion of narrative sentences into paragraphs; topical analysis; proportion in the paragraph.

Writing.—Careful attention to penmanship in all written exercises.

Arithmetic.—Decimals.
Percentage without time.
Easy problems in Interest.
Application of Square and Cubic Measures.
Problems.

Elementary Science.—As outlined in Course of Agriculture Series II., pages 1-124.

Spelling.—As in Grade VI.

Music.—Third Reader, Normal Music Course.

Drawing.—Prang's Drawing Books Nos. VII. and VIII. as outlined in Manual.

Geography.—Physical and Political Geography of the countries in Europe and North America.

General review of the physical features of the grand divisions; position of the countries in the grand divisions: surroundings, surface, climate; animal and vegetable life; resources; inhabitants, their occupations and social condition; important localities, cities and towns.

History.—English History. Creighton, Chap. 10 to 19.

Canadian. From taking of Quebec to Confederation.

Physiology.—Physiology for Young People (New Pathfinder No. 2. Chap. 10 to 17).

Grammar.—Inductive study of the sentence, with results put in clear and concise language.

1.—Examination and comparison of easy sentences leading to classification into Declarative, Interrogative, &c.

2.—Division of compound sentences into independent propositions.

3.—Division of easy sentences into subject and predicate.

4.—Division of: (*a*) Complete subject into bare subject and modifiers; (*b*) Complete predicate into bare predicate and modifiers.

5.—Comparison of word groups leading to the distinction between:
(*a*) Phrases and clauses.
(*b*) Principal clauses and subordinate clauses.

6.—Examination and comparison of words, phrases and dependent clauses with regard to their use in the sentence.

7.—Analysis of compound sentences; easy complex sentences and continuous prose.

Grade VIII.

Reading.—Cricket on the Hearth. English Classic Series, No. 86.
Lays of Ancient Rome. English Classic Series, Nos. 76, 77.
Irving's Legend of Sleepy Hollow, English Classic Series, No. 41.
The Children's Treasury of English Song, Part II., Palgrave. (McMillan & Co.)

Composition.—Continuation of exercises of previous Grades.

Direct instruction in choice of words, arrangement of words in sentences, structure of paragraphs, narration, description, common figures of speech.

Writing.—Careful attention to penmanship in all written exercises.

Arithmetic.—Percentage, Insurance, Commission and Brokerage, Profit and Loss, Duties, Interest and Discount, Measurement of surfaces of Rectangular solids and of Cylinders, Square Root with easy applications.

Elementary Science.—As outlined in Prairie Agriculture Series II.

Spelling.—As in Grade VII.

Music.—Third Reader.

Drawing.—Prang's Drawing Books Nos. IX. and X., as outlined in Manual.

Geography.—Physical Geography.
General review of the continents with special reference to British possessions.
Topics as in Grade VII.

History.—English History. Creighton reviewed.
Canadian. From Confederation to present time.

Algebra.—Simple rules; simple equations: problems; easy exercises in factoring.

Geometry.—Euclid, Book I., Propositions I.-XXVI.

Grammar.—Exercises similar to those in Grade VII., but on more difficult sentences, and on continuous prose.

1.—Clasification of words into parts of speech, following the order suggested by the work of Grade VII.

2.—Distinguishing between
(*a*) The different naming words.
(*b*) The different modifying words.
(*c*) The different connecting words.

3.—Parts of speech accurately defined.

4.—Inflection.

5.—Analysis and parsing.

Grade IX. (Optional).

In cities and towns Boards of School Trustees may establish a new Grade, to be known as Grade IX.
The programme of studies for this Grade is now under the consideration of the Advisory Board.

APPENDIX C.

REGULATIONS REGARDING RELIGIOUS EXERCISES.

REGULATIONS

OF THE

ADVISORY BOARD

REGARDING

RELIGIOUS EXERCISES IN THE PUBLIC SCHOOLS.

Adopted May 21st, 1890.

The Religious Exercises in the Public Schools shall be :—

(*a*) The Reading, without note or comment, of the following selections from the authorised English Version of the Bible or the Douay Version of the Bible.

(*b*) The use of the following forms of prayer.

SCRIPTURE READINGS.

PART I.—HISTORICAL.

1.	The Creation	Gen. i,	1–19
2.	The Creation—continued	Gen. i,	20–31
3.	The Fall of Man	Gen. iii,	
4.	The Deluge	Gen. viii,	1–22
5.	The Covenant with Noah	Gen. ix,	1–17
6.	The Trial of Abraham	Gen. xxii,	1–18
7.	Isaac Blesses Jacob	Gen xxvii,	1–29
8.	Esau's Blessing	Gen. xxvii,	30–45
9.	Jacob's Vision	Gen. xxviii,	10–22
10.	Jacob's Return to Bethel	Gen. xxxv,	1–15
11.	Joseph and his brethren	Gen. xxxvii,	1–22
12.	Joseph Sold into Egypt	Gen. xxxvii,	23–36
13.	Pharaoh's Dreams	Gen. xli,	1–24
14.	Joseph's Interpretations	Gen. xli,	25–43
15.	Jacob's Sons' Visit	Gen. xlii,	1–20
16.	Jacob's Sons' Return from Egypt	Gen. xlii,	21–38
17.	The Second Visit to Egypt	Gen. xliii,	1–14
18.	Joseph and his Brethren	Gen. xliii,	15–34
19.	Joseph and his Brethren—continued	Gen. xliv,	1–13
20.	Joseph and his Brethren—continued	Gen. xliv,	14–34
21.	Joseph Discovers himself to his Brethren	Gen. xlv,	
22.	Jacob and his Household go into Egypt	Gen. xlvi,	1–6, 28–34
23.	Jacob's Interview with Pharaoh	Gen. xlvii,	1–12
24.	Death of Jacob	Gen. xlviii,	1–21
25.	Burial of Jacob	Gen. l,	1–26
26.	Moses at the Burning Bush	Exod. iii,	1–20
27.	Grievous Oppression of the Hebrews	Exod. v,	
28.	The Passover	Exod. xii,	1–20
29.	The Israelites Escape Through the Red Sea	Exod. xiv,	10–31
30.	The Song of Deliverance	Exod. xv,	1–22
31.	Giving of Manna	Exod. xvi,	2–35
32.	The Water from the Rock	Exod. xvii,	
33.	The Ten Commandments	Exod. xx,	1–17
34.	The Covenant with Israel	Exod. xxiv,	
35.	The Tabernacle	Exod. xl,	17–36
36.	Spies sent into Canaan	Num. xiii,	17–33
37.	The People Rebel at the Report of the Spies	Num. xiv,	1–30
38.	The Song of Moses	Deut. xxxii,	1–14

39. The Death of Moses ..... Deut. xxxiv,
40. Joshua Succeeds Moses..... Josh. i, 1-17
41. The Covenant with Joshua..... Josh. xxiv, 1-28
42. The Call of Samuel..... I Saml. iii,
43. The Israelites Desire a King ..... I Saml. viii, 1-20
44. Samuel Anoints Saul ..... I Saml. ix, 21-27, xi, 1-11
45. Samuel Anoints David..... I Saml. xvi,
46. David and Goliath..... I Saml. xvii, 1-27
47. David Overcomes Goliath ..... I Saml. xvii, 28-54
48. David and Jonathan ..... I Saml. xviii, 1-16
49. David Instructed as to the Building of the Temple I Chron. xvii, 1-17
50. David's Advice to Solomon..... I Chron. xxviii, 1-20
51. David's Preparation for Building the Temple..... I Chron. xxix, 1-19
52. Solomon's Wise Choice..... I Kings iii, 1-15
53. Preparations for Building the Temple ..... I Kings v,
54. Solomon's Prayer at the Dedication of the Temple...II Chron. vi, 1-21
55. Solomon's Prayer—continued ..... II Chron. vi, 22-42
56. Elijah ..... I Kings xvii,
57. Elijah and the Prophets of Baal..... I Kings xviii, 1-21
58. Discomfiture of the Prophets of Baal ..... I Kings xviii, 22-46
59. Elijah in the Wilderness ..... I Kings xix, 1-13
60. Elijah and Elisha ..... II Kings ii, 1-15
61. Naaman the Leper ..... II Kings v, 1-19
62. The Fall of Israel..... II Kings xvii, 6-24
63. Public Worship of God Restored ..... II Chron xxix, 20-36
64. Deliverance under Hezekiah ..... II Kings xix, 1-19
65. Deliverance under Hezekiah—continued..... II Kings xix, 20-36
66. Rejoicing of the Israelites at the Restoration of Divine Worship II Chron. xxx,
67. Jerusalem Taken by Nebuchadnezzar ..... II Chron. xxxvi, 5-21
68. The Golden Image..... Dan. iii, 1-18
69. The Fiery Furnace..... Dan. iii, 19-30
70. Daniel in the Lion's Den..... Dan. vi,
71. The Temple Rebuilt ..... Ezra i, 1-6 & iii,

PART 2.—THE GOSPELS.

1. Christ the Word ..... John i, 1-18
2. The Birth of Christ Announced..... Luke ii, 8-20
3. The Visit of the Magi..... Matth. ii, 1-12
4. The Song of Simeon ..... Luke ii, 25-40
5. Jesus in the Temple ..... Luke ii, 41-52
6. The Baptism of Jesus Christ ..... Matth. iii, 1-17
7. The Temptation of Our Lord ..... Luke iv, 1-15
8. Testimony of John the Baptist ..... John i, 19-34
9. The First Disciples ..... John i, 35-51
10. Jesus at Nazareth ..... Luke iv, 16-32
11. At Capernaum..... Matth. iv, 13-25
12. Sermon on the Mount ..... Matth. v, 1-12
13. Sermon on the Mount—continued..... Matth. v, 13-20, 33-37
14. Sermon on the Mount—continued..... Matth. v, 38-48
15. Sermon on the Mount—continued..... Matth. vi, 1-18
16. Sermon on the Mount—continued..... Matth. vi, 19-34
17. Sermon on the Mount—continued..... Matth. vii, 1-14
18. Sermon on the Mount—continued..... Matth. vii, 15-29
19. The Miraculous Draught of Fishes ..... Luke v, 1-15
20. The Healing of the Paralytic ..... Luke v, 16-26
21. The Twelve Apostles Sent Forth ..... Matth. ix, 36-38, x, 1-11
22. The Centurion's Servant—The Widow's Son ..... Luke vii, 1-17
23. The Declaration Concerning John..... Matth. xi, 2-19
24. The Feast in Simeon's House..... Luke vii, 36-50
25. Privileges and Responsibility ..... Matth. xi, 20-31
26. The Sabbath ..... Luke vi, 1-11
27. Parable of the Sower ..... Mark iv, 1-20

28. Parable of the Tares, etc..... Matth. xiii, 24–35
29. Parable of the Tares Explained, with other Parables
Matth. xiii, 36–52
30. Children Brought to Jesus—Conditions of Discipleship...Mark x, 13–30
31. Tribute to Cæsar—The Widow's Offering
Matth. xxii, 15–22, Mark xii, 41–44
32. Christ Confessed ..... Matth. xvi, 13–28
33. Christ Feeding Five Thousand .....Mark vi, 30–41
34. Christ Walking on the Sea ..... Matth. xiv, 22–33
35. The Transfiguration ..... Matth. xvii, 1–13
36. The Great Supper ..... Luke xiv, 7–24
37. The Lost Sheep and Lost Piece of Silver .....Luke xv, 1–10
38. The Two Sons .....Luke xv, 11–32
39. The Pharisee and the Publican .....Luke xviii, 9–17
40. Blind Bartimeus-Zaccheus the Publican ...Luke xviii, 35–43, xix, 1–10
41. The Good Samaritan..... Luke x, 25–37
42. The Good Shepherd ..... John x, 1–18
43 Christ One with the Father..... John x, 22–42
44. Humility ..... John xiii, 1–17
45. The Death of Lazarus ..... John xi, 30–48
46. The Triumphal Entry into Jerusalem
Mark xi, 1–11, Matth. xxi, 9–16
47. Parable of the Ten Virgins ..... Matth. xxv, 1–13
48. Parable of the Talents..... Matth. xxv, 14–30
49. The Judgment .... Matth. xxv, 31–46
50. Christ Comforts the Disciples ..... John xiv, 1–14
51. The Holy Spirit Promised ..... John xiv, 15–31
52. Christ the True Vine .....John xv, 1–17
53. Last Sayings of Jesus .....John xvi, 1–15, 26–33
54. The Prayer of Christ ..... John xvii, 1–26
55. The Box of Precious Ointment ..... Matth. xxvi, 1–13
56. The Last Supper ..... Matth. xxvi, 17–29
57. The Agony in the Garden—Betrayal of Jesus ..... Matth. xxvi, 30–56
58. Christ before Caiaphas and Peter's Denial ..... Matth. xxvi, 57–75
59. Christ before Pilate .....Matth. xxvii, 1–25
60. The Crucifixion .....Matth. xxvii, 26–43
61. The Crucifixion—continued.....Luke xxiii, 39–56
62. The Resurrection ..... Mark xvi, 1–7, John xx, 3–18
63. The Journey to Emmaus .....Luke xxiv, 13–35
64. Jesus Appears to His Disciples—the Doubt of Thomas
John xx, 19–29
65. Jesus Appears again to His Disciples..... ..... John xxi, 1–23
66. The Ascension ..... Matth. xxviii.

Form of Prayer.

Most merciful God, we yield Thee our humble and hearty thanks for Thy fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning; we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words, and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be prepared to enter on the duties of the morrow with renewed vigour both of body and mind; and preserve us we beseech Thee, now and forever, both outwardly in our bodies and inwardly in our souls, for the sake of Jesus Christ, Thy Son, our Lord. Amen.

Our Father, who art in Heaven, hallowed be Thy name. Thy kingdom come. Thy will be done on earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation, but deliver us from evil. Amen.

The Grace of our Lord Jesus Christ, and the love of God, and the Fellowship of the Holy Ghost, be with us all evermore. Amen.

APPENDIX D.

REGULATIONS OF THE ADVISORY BOARD AS TO TEACHERS' CERTIFICATES.

Revised August 31st, 1899.

The following regulations have been adopted by the Advisory Board in regard to the examination of teachers and granting of certificates :-

TEACHERS' CERTIFICATES.

1. The certificates hereafter granted by the Advisory Board of Education for the public schools of the Province of Manitoba shall rank as first, second, or third class. . Those of the first class shall be sub-divided into grades A and B ; those of the second and third classes shall be each of one grade. The first and second shall be valid during the pleasure of the Board ; the third class certificates shall be valid for three years.

2. There shall be two parts in the examination for granting certificates --one for testing the literary acquirements of the candidates, to be known as the non-professional examination ; the other for testing their knowledge of the theory and practice of education, to be known as the professional examination.

NON-PROFESSIONAL EXAMINATION.

THIRD CLASS.

1. *Reading and Orthoepy.*—Oral reading with proper pronunciation and expression. [Value 100 ; minimum required 60.]

Writing and Spelling.—On all papers.

2. *English Grammar.*—Etymology and Syntax. Exercises.

Text Book.—Tweed's Grammar for Common Schools—Lee and Shepard Supplementary—West's Grammar.

3. *Composition and Rhetoric.*—Familiar and business letters : themes based upon prescribed prose literature ; principles of rhetoric as outlined in prescribed text book.

Text Book.—Welsh's English Composition.
1900. Composition from Models (new edition), pages 1-184.

4. *Poetical Literature.*—Intelligent comprehension of and familiarity with the prescribed poems ; memorising the finest portions : oral reading of prescribed poems.

1900. The following selections from Tennyson : Recollections of the Arabian Nights, the Lady of Shalott, Œnone, The Lotos-Eaters, "You ask me why, tho' ill at ease," "Of old sat Freedom on the Heights," "Love thou thy land with love far brought," The Epic, Morte d'Arthur, Ulysses, St. Agnes' Eve, Sir Galahad, "As thro' the land at eve we went," "Sweet and low, sweet and low," "The splendour falls on castle walls," "Tears, idle tears, I know not what they mean," "Thy voice is heard thro' rolling drums," "Home they brought her warrior dead," "Ask me no more : the moon may draw the sea," Lancelot and Elaine, To Virgil, Early Spring, Freedom, Crossing the Bar.

5. *History.*—The leading events of Canadian and English History.

Text Book—Arabella B. Buckley's History of England; Clement's History of Canada.

6. *Geography.*—The general geography of the world; geography of Canada and the British Empire more particularly.

Text Book—The High School Geography.

7. *Arithmetic.*—

Text Book—Hamblin Smith's Arithmetic to the end of Chapter XXVI.

Supplementary for schools requiring additional exercises:—Thompson, Ballard & McKay's High School Arithmetic.

8. *Algebra.*—Fundamental laws of algebra; elementary rules; simple equations of one, two, and three unknown quantities; factoring; problems.

Text Book.—C. Smith's Elementary Algebra. Chapters I. to X. inclusive.

Supplementary for schools requiring additional exercises:—Robertson & Birchard's High School Algebra.

9. *Euclid.*—Book I. with exercises.

Euclid's definitions will be required, and no axioms or postulates except Euclid's may be assumed unless in the case of the 12th axiom.

The actual proof of propositions as given in Euclid will not be required, but no proof of any proposition occurring in Euclid will be admitted in which use is made of any proposition which, in Euclid's order, occurs subsequently. The enunciations will be set according to Euclid. Abbreviations for words may be used, but not the algebraical symbols + and −, or indices.

(The definitions, axioms, postulates, enunciations as required will be found in Todhunter's Euclid.)

Note.—The First Book of Hall and Stevens' Euclid and the first ten chapters of Stringham's revision of C. Smith's Algebra, are bound together and contain all that is required for this examination in the subjects of Algebra and Euclid.

10. *Botany.*—Elements of Structural Botany.

The course in third-class Botany shall be entirely practical and descriptive, and shall cover the following:

The flower, its parts, their functions and relations as observed in the actual study of specimens of the following orders:—Ranunculaceæ, Cruciferæ, Leguminosæ, Rosaceæ, Onagraceæ, Saxifragaceæ, Sapindaceæ and Liliaceæ.

The classification of members of these orders to their species (Spotton's Botany being the limit).

The leaf in vernation, venation, phyllotaxis, surface, margin, outline, base, apex and function.

The study of flower arrangement and opening.

The simple study of fruits and their classification—as apocarpous and syncarpous, dehiscent and indehiscent.

The simple study of the root and stem, with drawings of cross section and branch systems.

Pollination, fertilisation, and the development of the seed from the ovule.

The study of hairs, tendrils, runners and such modification of parts.

Germination, illustrating the growth of the seed and conditions. Plant food, assimilation, respiration and transpiration. Simple drawings of all the parts.

Plants shall be submitted at the examination.

Text Books—Spotton's High School Botany (Manitoba edition), and Manitoba Course of Agriculture, Series 1.

Book of reference for Teachers.—Bergen's Elements of Botany (Ginn & Co.).

11. *Agriculture.*—
Text Book—Manitoba Course of Agriculture, Series 2.

12. *Physiology.*—
Text Book—Physiology for young people (New Pathfinder, No. 2)

13. *Book-keeping.*—
Text Book.—High School Book-keeping, chapters 1 to 6 inclusive, chapters 8 to 10 inclusive, precis-writing, indexing.

14. *Drawing.*—Prang's Elementary Course, Books 8 and 9. Teachers Manual, Part IV

Sketches from nature—more stress on rapid sketching, noticing the masses of form and colour, trees, flowers, bits of landscape ; guidance as to the use of copying.

Study of appearances—some lessons on Theory, drawing from the rectangular object below the eye, above the eye ; observing convergence, finding vanishing points, etc. Books, chairs, tables, simple school room objects thoughtfully drawn, brightly rendered (freehand work throughout).

Foreshortening, proportion, convergence as principles to be observed in good drawing ; stress on simplicity and grace, on character in the rendering of a sketch ; free sketching for criticism and comparison ; thoughtful selections for the books.

First steps in instrumental drawing ; use of a few geometrical problems (*See* 1 to 9), ability to read the working drawings illustrated in Book 8, to make a simple pattern accurately, to show from a single object two or three views figured.

Special features of the senior work—as the lessons under design, studies in light and shade, and colour, etc., to be met or adopted according to local conditions, (read notes on covers of pupils' drawing books.)

15. *Music.*—Normal Music Course ' Third Reader. Chromatic Scale, Minor Scales. Third Time Chart. Modulation. Exercises in vowels. Humming exercises. Breathing exercises.

Candidates will not be allowed to write for a second third-class certificate.

Second Class.

English.

1. *Reading and Orthoepy.*—Oral reading, with proper pronunciation and expression. [Value 100, minimum required 60.]

2. *Writing and Spelling.*—On all papers.

3. *Grammar.*—(One paper.) West's English Grammar.

4. *Rhetoric and Composition.*—(One paper.)

(*a*) The reading of the selections contained in Alexander and Libby's Composition from Models, pages 249 to 457, in connection with the investigation of rhetorical principles, along the lines laid down in Genung's "Outlines of Rhetoric."

(*b*) The writing of an essay on one of a number of subjects to be assigned by the examiner. The essay should not exceed two foolscap pages in length.

Text Books—Composition from Models, Alexander and Libby ; Outlines of Rhetoric, Genung (Ginn & Co.)

5. *Poetical. Literature.*—(One paper.)

1900. Coleridge—The Ancient Mariner, Youth and Age.

Longfellow—Evangeline, A Psalm of Life, The Wreck of the Hesperus, "The Day is Done," The Old Clock on the Stairs, The Fire of Driftwood, Resignation, The Warden of the Cinque Ports, Excelsior, The Bridge, A Gleam of Sunshine.

Wordsworth—(Palgrave's Golden Treasury of Songs and Lyrics), The Education of Nature. ("Three Years She Grew,") "She was a Phantom of

Delight," A Lesson, ("There is a Flower, the Lesser Celandine"), To the Skylark, The Green Linnet, To the Cuckoo, To the Daisy; and the following sonnets: To a Distant Friend, "Why Art Thou Silent?" England and Switzerland, "Two Voices are There," "Milton! Thou Should be Living at this Hour," Westminster Bridge, The Inner Vision, "Most Sweet it is, With Uplifted Eyes," "O Friend! I know not which way I must look," To Sleep, Within King's College Chapel.

History and Geography.

1. (*a.*) *English History* from the Revolution of 1688 to the peace of 1815. Green's History.

(*b.*) *Roman History* (Creighton's Rome—Primer).

(*c.*) *Greek History* (Fyffe's Greece—Primer)

2. (*a.*) *Canadian History.*—Clement's History of Canada.

(*b*) *Geography.*—Outlines of physical and mathematical geography; commercial and physical geography of Europe and America.

Text Book.—The High School Geography.

Mathematics

1. *Arithmetic.*

Text Book.—Hamblin Smith's Arithmetic

Supplementary for schools requiring additional exercises.—Thompson, Ballard & McKay's High School Arithmetic.

2. *Algebra.*—Elementary rules; easy factoring; highest common measure; lowest common multiple; square root; fractions; simple equations of one, two, and three unknown quantities; indices; surds; easy quadratic equations of one and two unknown quantities.

Text Book.—C. Smith's Elementary Algebra.

Supplementary for schools requiring additional exercises.—Robertson & Birchard's High School Algebra.

3. *Euclid.*—Bb. I., II., III.

Euclid's definitions will be required, and no axioms or postulates except Euclid's may be assumed, unless in the case of the 12th axiom.

The actual proof of propositions, as given in Euclid, will not be required, but no proof of any proposition occurring in Euclid will be admitted, in which use is made of any proposition which, in Euclid's order, occurs subsequently. The enunciations will be set according to Euclid. Abbreviations for words may be used, but not the algebraical symbols + and −, or indices.

(The definitions, axioms, postulates, enunciations as required will be found in Todhunter's Euclid.)

4. *Book-keeping.*—High School Book-keeping, chapters 1 to 6 inclusive, chapters 8 to 10 inclusive, precis writing, indexing.

Science.

1. *Botany.*—Elements of structural botany.

Plants will be submitted to the candidates for examination and identification.

Text Books—Spotton's High School Botany (Manitoba edition) and the Manitoba Course of Agriculture, Series 1.

2. *Physics.*—The elements of physics.

Text Book—Gage's Introduction to Physical Science, (*See* page 7).

3. *Agriculture*
4. *Music*
5. *Drawing*

} Same as for Third Class Certificate.

(Candidates who have passed the examination in Book-keeping, Agriculture, Music, and Drawing, for third class certificates, will be exempt from examination in these subjects for second class.)

First Class.

English.

1. *Writing and Spelling.*—On all papers.

2. *Rhetoric and Composition.*—(Two papers.)
(*a*) The reading of selected prose authors in connection with the investigation of rhetorical principles along the lines laid down in Genung's Outlines of Rhetoric.
(*b*) The writing of an essay on one of a number of subjects based on the selections prescribed for rhetorical study.

Texts for 1900—The following selections from Representative Essays: Conversations—De Quincey; Compensation—Emerson; On a certain Condescension in Foreigners—Lowell; Kin Beyond the Sea—Gladstone.
Outlines of Rhetoric, Genung.

3. *History of the English Language and Literature.*—(One paper.)
History of English Language—Lounsbury, Part 1; English Literature—Stopford Brooke.

4. *Literature.*—(Two papers.)
(*a*) Shakespeare—Macbeth, The Tempest.
(*b*) Chaucer—The Prologue to the Canterbury Tales (Clarendon Press, Text).
Milton—Paradise Lost, Book I.

Mathematics.

1. *Algebra.*—The Algebra prescribed for the second class examination together with cube root, quadratic equations, ratio, proportion, variations, and the progressions.—(C. Smith's Elementary Algebra, inclusive of the whole of Chapter 28.)

2. *Euclid.*—Definitions and books I., II., III., IV., definitions of book V., book VI., propositions 1, 2, 3, A, 4, 33.
Euclid's definitions will be required, and no axioms and postulates except Euclid's may be assumed unless in the case of the 12th axiom.
The actual proof of propositions as given in Euclid will not be required, but no proof of any proposition occurring in Euclid will be admitted, in which use is made of any proposition, which in Euclid's order occurs subsequently. The enunciations will be set according to Euclid. Abbreviations for words may be used, but not the algebraical symbols + and −, or indices.
(The definitions, axioms, postulates, enunciations as required will be found in Todhunter's Euclid.)

3. *Trigonometry.*—Up to and including the solution of plane triangles.—Hamblin Smith's.

Science

1. *Geography.*—The Eclectic Physical Geography.—American Book Company.

2. *Chemistry.*—Elements of Inorganic Chemistry.—Remsen's Briefer Course.

Note.—A practical as well as theoretical knowledge of the subject is required.

3. *Physiology.*—Huxley's Elementary Lessons.

History.

English.—Green's Short History of the English People, Chapters iii., vii., ix.

Canadian.—Bourinot's How Canada is Governed.

Holders of Second Class Certificates, actually employed in teaching, who have had five years' successful experience, may be permitted to take the first class examination in two parts.

Part 1.—Mathematics and History.

Part 2.—English and Science.

Candidates must write on Book-keeping, Botany, Agriculture, Music, and Drawing if they have not passed in these subjects before.

Marks required to Pass.

Candidates must obtain at least 50 per cent. of the aggregate marks, and 34 per cent. on each subject, except in the case of oral reading, where 60 per cent. is required.

SCIENCE TEACHING IN THE PUBLIC SCHOOLS OF MANITOBA.

Collegiate and Intermediate Schools.

1. *Chemistry.*—At the examination for first class teachers it is the intention to make the examination practical. Forty per cent. of the paper will be on practical work.

Practical examinations in this subject will be held in the Laboratories of Winnipeg, Brandon, and Portage la Prairie Collegiate Institutes.

2. *Physics.*—The examination for second class teachers shall be an experimental course, defined as follows :

Chapter I. Meaning of "Matter," "Energy," "Motion," "Rest," and "Force." Three states of matter ; Constitution of matter. Volume, mass, density. Various manifestations of Force. Measurement of force in gravitation units. Molar and molecular forces. Properties of matter. Equilibrium of forces. Gravitation. Meaning of weight. Distinction between hypothesis, theory and law.

Chapter II. Properties and laws of gases, liquids and solids. Buoyancy. Archimedes' principle. Determination of the specific gravity of bodies, The barometer. Air pump. Common and force pumps. Syphon. Boyle's tube. Brahma Press. The hydrostatic paradox.

Chapter III. The meaning of Momentum, Acceleration, Velocity, Effects of force continuously applied to matter. Meaning of equal masses. Statement of Newton's Laws of Motion. The application of these laws. Centre of Gravity. Determination of centre of gravity. Equilibrium of bodies. Curvilinear motion. The pendulum. Graphic representation of force and motion. Composition and resolution of forces.

Chapter IV. Meaning of Work. Measurement of work in gravitation units. A practical acquaintance with the C. G. S. system of units. The law of machines. The pulley, wheel and axle. Levers. Use of the balance. Inclined plane.

Chapter V. Theory of heat. Sources of heat. Temperature. Effect of heat. Elementary laws of heat. Latent heat. Specific heat. The calorie. Thermometry. Use of Fahrenheit and Centigrade. Heat convertible into potential energy, and *vice versa*. Mechanical equivalent. Steam engine. Corservation and correlation of energy.

Chapter VI. The voltaic cell. Study of common kinds of cells. Polarisation of plates. Direction of current. Some effects produced by an electric current. Potential and electro-motor force. Ohm's law. Methods of combining cells. Laws of currents. The galvanometer. Laws of resistance of a conductor. Magnets and magnetism. Electric light, arc and incandescent. Telegraph. Telephone. Static electricity.

Chapter VII. Sound caused by vibrations. Method of propagation. Velocity, Reflection, Interference, Intensity, Pitch, Quality, Resonators, Vibrations of strings and wires. Nodes and loops. Noise and music.

Chapter VIII. Nature of Light. Rectilinear propagation. Images through a pinhole. Beam, Pencil, Ray. Photometry. Laws of reflection and refraction. Images in plane, concave and convex mirrors. Drawing of images. Lenses. Drawing images produced by a lens. Prism. Dispersion and colour. Spectrum. Recomposition of white light.

Text—Introduction to Physical Science—Gage. Fifty per cent. of the paper will be practical.

The following physical apparatus is required for the second class course :—Balance, Metric System of Weights, two Dynamometers, ½lb. Glass tubing, sizes $\frac{1}{8}''$ to $\frac{1}{4}''$, Spirit Lamp, Barometer Tube, Boyle's Tube, Air Pump and Receiver, two Flasks, Glass Models of Common and Force Pumps, Glass Models of Hydrostatic Press, Glass Models for showing that liquids transmit pressure equally in all directions, Syphon, Archimedes' Principle, Specific Gravity Bottle, Apparatus for illustrating Hydrostatic Paradox, Hydrometer, Set of Pulleys (4), Wheel and Axle, Ball and Ring to illustrate expansion under heat, Compound Bar, Fahrenheit Thermometer, Centigrade Thermometer, Pith Ball Pendulum, Stick Sealing Wax and Glass Rod for illustrating positive and negative electricity, large Bar Magnet, Horseshoe Magnet, Bi-chromate of Potash Cell (bottle form), four feet Copper Wire for Conductor, one Measuring Stick (metrical), Electric Machine, Electrophone, Leyden Jar and Discharger, Galvanometer, Electroscope, Magnetic Needle, Tuning Fork, two Triangular Prisms, one Plane Prism, Set of Lenses (6), Apparatus for studying Reflection of Light, Concave and Convex Mirrors (combination).

3. *Botany.*—At the examination for second and third class teachers fifty per cent. of the paper will be practical.

Attention is called to the fact that the new Manitoba edition of Spotton's Botany is now the authorized text book for Manitoba. The first part of this book substitutes Manitoba plants for a number of those in the old edition not found in this Province. The second part of the Manitoba edition, called "Wild Plants of Canada," is now perfectly adapted for practical work in Manitoba, having a full list of Manitoba wild flowers, as well as a list of the scientific names and orders of garden and hot-house plants.

The examination will be conducted on the Manitoba edition.

The attention of inspectors and teachers is called to the requirements of the Department as to submitting botanical note-books for inspection, and also as to the formation of a Herbarium in every Collegiate and Intermediate school.

Agriculture.—At the examination for second and third class teachers forty per cent. of the paper will be practical.

The attention of teachers is called to the necessity of familiarizing the candidates with the forty prescribed experiments before other experiments are undertaken.

Inasmuch as the teaching of agriculture in the public schools generally is necessarily confined to the chemical and physical apparatus provided by the Department, teachers preparing candidates for the examination are reminded of the importance of having the candidates instructed in the use of the apparatus provided by the Department, on which the examination will be conducted.

Candidates for entrance to the Collegiate Schools, in addition to the other work in agriculture, will be examined in the prescribed experiments.

PERSONS ELIGIBLE WITHOUT EXAMINATION.

1. The following persons shall be eligible for certificates :—

Holders of First or Second class professional or non-professional certificates, obtained on examination in the North-West Territories since January, 1894, to receive certificates of equal standing in this Province.

2. The following persons shall be eligible for non-professional certificates :—

(*a*) Undergraduates of the University of Manitoba, who have passed the Preliminary Examination (1892 and thereafter) to receive second class certificates on passing in book-keeping, agriculture, botany, music, and drawing, as prescribed for second class certificates ; those who have passed the previous Examination (1893 and thereafter), and have reached 50 per cent. of the aggregate marks, and 34 per cent. on each subject, and who present a certificate to that effect, to receive a certificate of first class, Grade B, on passing in book-keeping, agriculture, botany, music, and drawing, as prescribed for second class certificates.

(*b*) Graduates of the University of Manitoba, who have first or second class standing in Honour Courses, or in the General Course, to receive a certificate of first class, Grade A, on passing in book-keeping, agriculture, botany, music, and drawing, as prescribed for second class certificates.

(*c*) Graduates of any other University in Her Majesty's Dominions, on the presentation of satisfactory documents, to receive certificates of such class as the Advisory Board may deem them entitled to.

NORMAL SCHOOL COURSE.

1. Before being allowed to take professional training, all teachers shall have at least the corresponding non-professional standing.

2. Only those who have had third class professional training and at least one year's successful experience in teaching, shall be allowed to take the first or second class professional course.

Third Class.

The Science of Education.

Nature and aim of education, teaching, instruction. Outline of useful portions of mental science ; application of the principles derived therefrom to teaching and government.

Text—White's Pedagogy. Unconscious tuition—Huntingdon. Quick's Educational Reformers. Lectures.

The Art of Education.

(1) Methods of teaching each subject on the programme of studies. School Organization. School Management. Duties of teachers and pupils as set forth in the Public School Law and Regulations. Physical culture.

(2) Practice in teaching.

Texts—Public Schools Act ; Blaikie's Sound Bodies for our Boys and Girls. High School Cadet Drill Manual. Lectures.

Second Class.

The Science of Education.

The nature and aim of education, teaching and instruction. Psychology and ethics as the scientific basis of the art of education : their application to the development of the intellectual and moral powers.

Texts—White's Pedagogy. Sully's Psychology. Lectures.

The Art of Education.

(1) Outlines of general method ; its application to the teaching of each subject on the public school course of studies ; school organization ; school management ; physical culture ; practical training in music and drawing.

(2) Practice in teaching.

Texts.—White's Pedagogy. Public Schools Act. Lectures.

The History of Education.

Systems and theories of education; eminent educators.
Texts.—Quick's Educational Reformers (Appleton's Edition, 1890) Lectures.

FIRST CLASS.

The Science of Education.

Nature, form, and limit of education; development and training of man; educational values; psychological and logical sequences of subjects; general method.

Texts.—Rosenkranz's Philosophy of Education; Sully's Handbook of Psychology; Jevon's Elements of Logic (Hill), selected portions; Correlation Report and Report of Committee of Ten. Lectures.

The Art of Education.

(Application of principles derived from method and sequence to the teaching of each subject in the course of study; school organization; school management; physical culture; practical training in music and drawing.)

(2) Practice in teaching.
Texts—Public Schools Act. Regulations of the Department of Education and of the Advisory Board, so far as printed. Lectures.

The History of Education.

Systems and theories of education.
Text—Rosenkranz's Philosophy of Education, Part III. Lectures.
Quick's Educational Reformers (Appleton's Edition, 1890); Spencer's Essay on Education; History of Educational Sloyd. Lectures.

COLLEGIATE OR HIGH SCHOOL.

The same as for First-class Certificate.

MARKS REQUIRED TO PASS WRITTEN EXAMINATION.

Candidates must obtain at least 34 per cent. on each subject, and 50 per cent. on all subjects.

GENERAL RULES.

NON-PROFESSIONAL CERTIFICATES.

1. All non-professional certificates shall issue on August 10th of each year, or, should that be a legal holiday, on the following day.

2. No non-professional certificate shall issue until the applicant therefor shall have filed with the Department of Education a certificate of moral character, signed by a clergyman or other responsible person.

3. No non-professional certificate shall be a license to teach in a public school in Manitoba.

PROFESSIONAL CERTIFICATES.

Professional certificates shall be issued to persons who have fulfilled the following requirements:—

THIRD CLASS.

1. To have at least a non-professional third class certificate.

2. To have attended at least a full session at a normal school, after obtaining such non-professional certificate, and to have passed the professional examination.

3. To have received a satisfactory report on conduct and practical teaching from the Principal of the Normal School.

4. Those third class teachers who have attended the Normal School for third class teachers in this province for a period not less than nine weeks, and whose non-professional third class certificates have expired, may on the recommendation of a Public School Inspector, have their professional training allowed them on any further non-professional certificates of higher grade obtained by them in the province.

5. No professional third class certificate shall be valid as a license to teach for a longer period than three years.

Second Class.

1. To have a non-professional second class certificate.

2. To have attended at least one full session at the Provincial Normal School after obtaining such non-professional certificate, to have passed the professional examination, and to have received a satisfactory report on conduct and practical teaching from the Principal of the Provincial Normal School.

3. To have taught successfully in this province for one year, after having obtained a non-professional second class certificate.

First Class.

1. To have a non-professional first class certificate, or a degree in arts entitling the holder to a non-professional first class certificate.

2. To have attended at least one full session, either for first or second class candidates, at the Provincial Normal School, to have passed the professional examination for a first class certificate, and to have received a satisfactory report on conduct and practical teaching from the principal of the Provincial Normal School.

3. To have taught successfully in this province for one year, after having obtained a non-professional first class certificate.

COLLEGIATE OR HIGH SCHOOL CERTIFICATE.

(Principals of Collegiate or High Schools must hold this certificate.)

1. To have the degree of Bachelor of Arts from some university in Her Majesty's Dominions.

2. To have a professional first class certificate.

COLLEGIATE OR HIGH SCHOOL ASSISTANT'S CERTIFICATE.

1. To have standing equivalent to that of the previous examination in the University of Manitoba.

2. To have a professional first class certificate.

SPECIALIST'S CERTIFICATE.

1. Candidates on presenting to the Advisory Board sufficient evidence of being able to read French or German and to speak either of these languages fluently and correctly, may receive a temporary certificate, entitling them to teach in a Collegiate or High School as specialists in such language. Such certificates may be made permanent after a year on evidence of successful teaching.

2. Specialists in drawing, music, elocution, and calisthenics, may secure certificates on such conditions and for such periods as the Advisory Board may from time to time determine.

THE SYSTEM OF EDUCATION IN THE NORTH-WEST TERRITORIES OF THE DOMINION OF CANADA.

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THE SYSTEM OF EDUCATION IN THE NORTH-WEST TERRITORIES OF THE DOMINION.

Compiled from Documents supplied by the Council of Public Instruction.

Introductory.

In 1882 the Dominion Government formed, out of the vast Territory from the boundary of the United States to the most northerly point in the continent, and from the western shores of Hudson's Bay to the Rockies, four provisional districts. The educational system of the Territories deals with three of these four Territories—namely, Assiniboia, 89,535 square miles; Saskatchewan, 107,092 square miles; and Alberta, 106,100 square miles. This makes a total area of 302,727 square miles.

The population of such parts of this area as were then settled was, in 1891, 66,799, and, in 1894, 86,851. But of these 86,000, over 13,000 were Indians.

In 1898 there were nearly 16,754 pupils on the registers of the schools.

While the people are chiefly of British origin, other nationalities are represented in sufficient numbers to increase the school difficulties. The occupations are farming, cattle ranching, lumber, and mining, and in consequence the population is widely scattered. The following pages will show with what vigour and enthusiasm the Council of Public Instruction in the Territories has addressed itself to its difficult task.

The decade 1886 to 1896 witnessed a remarkable growth in the schools. The number rose from 76 to 336, an increase of 381 per cent., and the enrolment from 2,553 to 12,796, an increase of 400 per cent.

In 1899 there were 453 schools, and 18,801 pupils on the rolls.

In 1896 the number of teachers was 433, and, in 1898, 483 (232 men and 251 women). In 1899 the number of teachers had risen to 543.

Efforts were early made to provide professional training for teachers. By a regulation of 1893 it is declared that, to make it possible for remote districts to keep their schools open, "provisional certificates are issued to persons who present such evidence

of scholarship that there is a reasonable probability of their being able to pass the next teachers' examination." But these certificates may not be issued until the trustees declare that they advertised for a properly qualified teacher, but have not succeeded in obtaining one. The provisional certificate is valid for that school only, and terminates at the opening of the next examination for teachers.

Schools are maintained (1) by legislative grants and (2) by local taxation. In 1896, the last year for which accurate figures can be obtained for such a comparison, the *legislative grants* reach the figure of $126,218, while *local taxation* yielded $148,430. Thus in 1896 the legislative grants met 46 per cent. of the total expenditure, which was in that year $274,648. In 1897 the legislative grants amounted to $121,457, and in 1898 to $133,642.

Some idea of the purposes for which the money is expended may be given by this extract from the report for 1898.

"In school districts the principal expenditure, other than the districts' proportion of their teachers' salaries, and maintenance and equipment of buildings, has been the payment of debenture indebtedness, insurance, fuel, and caretaking, salaries of secretaries and collectors and the treasurers' commissions. The salaries of the district officials vary considerably, and it might be well if some uniform scale were to be laid down."

In noticing any omissions in the educational system of the Territories, it must be remembered that the area to be administered is immense, the difficulty of communication very great, the population very sparse, and the winter extremely rigorous. In all these respects the difficulties of providing educational facilities press with unusual weight upon the educational authority. It is only to be expected, therefore, that that authority should be compelled to confine its activity mainly to the bettering of the elementary education.

But, though there are no separate secondary schools, the sixth, seventh, and eighth standards (the enrolment of which was in 1896, 126, 39, and 5, and, in 1898, 221, 153, and 28 respectively) are termed "High School" standards, and have an entirely separate programme, based upon the matriculation examinations of the Universities of Toronto and Manitoba.

A comparison between the statistics of the years 1895 and 1898 in regard to teachers and their certificates (see below) shows that the proportion of women to men teachers has slightly increased—viz., 1896, 222 women to 211 men; 1898, 251 women to 232 men. On the other hand, the number of men, is very much larger than the number of women, holders of first-class certificates (1896, 62 men, 34 women; 1898, 74 men, 42 women). The preponderance of women over men teachers is accounted for by the holders of second-class certificates (1896, 98 men, 109 women; 1898, 118 men, 153 women).

There is a Normal School at Regina, the capital of the Territories, where sessions are held during the last four months of the year (see below).

Agriculture has been a compulsory subject of the curriculum for eight years, and has been on the whole very successfully taught. Some remarks made on this subject will be found below. Instruction is also given in domestic economy.

As will be seen from the following remarks (taken from the Report of the Council of Public Instruction for the year 1898) one of the principal educational difficulties of the country is the difference of nationality in the population :—

"The increase in the number of schools, pupils, higher grade teachers, the larger attendance in the higher standards and the improvements in buildings and grounds, are evidences of continued and improved educational progress commensurate in most respects with our growth and increase in population.

"One of our most serious and pressing educational problems arises from the settlement among us of so many foreign nationalities on the block or 'colony' system. There are colonies of Swedes, Finns, Bohemians, Hungarians, Jews, Austrians, Germans, Russians, Icelanders, Mennonites, Gallicians, and Doukhobors.

"In addition to the foreign colonies there are also exclusively French-speaking districts in Saskatchewan that, for a variety of reasons, have not been able to keep their schools in operation. In the interests of the children as well as of the country at large every means should be taken to encourage the opening and maintenance of schools among these non-English speaking communities.

"It would be criminal to shut our eyes to the fact that this rapid increase of a foreign and relatively ignorant population is at once a challenge and invitation to our institutions. These 'colonies' will add to our numbers, to our wealth in grain and cattle, to our material progress, but it will not be reasonable to expect them for many years to add much to that other wealth which is a nation's truest wealth—educated men with refined tastes, sound moral perceptions, a keen sense of civic responsibility and duty, and an adequate conception of the purposes of life. It is this latter wealth which determines the ranking of nations in the scale of civilisation. It is a sordid ideal that makes what a man has of greater value than what he is. It is not the quantity but the quality of its manhood that determines the status of a nation.

"To assimilate these different races, to secure the co-operation of these alien forces, are problems demanding for their solution patience, tact, and tolerant but firm legislation. Modes of life, customs, political forms, thoughts, and ideals differing from ours have made these peoples what they are, and have dowered them with an inaptitude for our political forms and a disregard of our social customs that tend to keep them apart from us. The older people will not give up the forms to which they have been accustomed, and the younger people cannot soon acquire ours, except perhaps where, at the edge of the 'colony,' they come into frequent contact with us. The block or colony system retards assimilation. Mr. Greenway, the Premier of Manitoba, speaking

of the Mennonite colony there, said: 'Many of these, though they have been here for twenty-five years, do not know English and are not assimilated.'

"Only through our schools getting an early hold of the children of these settlers can we hope to train them to live according to our social system, and to understand and appreciate the institutions of the country which they have adopted.

"A common school and a common tongue are essential if we are to have a homogeneous citizenship. Strange as it may seem to some, it is nevertheless a fact that the most effective work in the schools of such 'colonies' has been done by Canadian teachers practically unacquainted with the language of the 'colony.' The advantage of a knowledge of the language is more evident in the teacher's influence with the parents than in his work in the schoolroom. But it is difficult to get Canadians to live in these recently formed colonies. The difference in modes of life and the lack of congenial society and comfortable boarding-houses deter most of them."

The following remark is taken from the Report for 1898:—

"In two instances where the trustees declined to carry out the instructions of the department they were superseded by a commissioner until the required action was carried out. In a few instances where all the settlers were unable to speak English, commissioners have been appointed to conduct the affairs of the district."

I.—Central Administration.

a. Council of Public Instruction (Central Authority).

The members of the Executive Council of the Territories and four persons, two of whom shall be Protestants and two Roman Catholics, appointed by the Lieutenant Governor in Council, shall constitute a Council of Public Instruction, and one of the Executive Council, to be nominated by the Lieutenant Governor in Council, shall be chairman of the Council of Public Instruction. The appointed members shall have no vote, and shall receive such remuneration as the Lieutenant Governor in Council shall provide. The duties of the appointed members are purely advisory.

The Executive Council or any sub-committee thereof appointed for that purpose shall constitute a quorum of the Council of Public Instruction, but no general regulations respecting:

(*a*) The management and discipline of schools;
(*b*) The examination, grading, and licensing of teachers;
(*c*) The selection of books;
(*d*) The inspection of schools;
(*e*) Normal training;

shall be adopted or amended except at a general meeting of the Council of Public Instruction duly convened for that purpose.

It shall be the duty of the Council of Public Instruction—

1. To make regulations for the government and discipline of

schools and institutes and for the training and certification of teachers;

2. To prescribe programmes of study and text-books;

3. To define by "standards" the studies to be pursued in all schools, such standards to be numbered from I. upwards; standards above Standard V. to be further denominated "High School Standards";

4. To provide for the examination of persons, other than teachers, who may desire to enter professions or who may wish certificates of having completed courses of study in any school;

5. To prepare suitable forms and give such instructions as may be necessary for making all reports and conducting all proceedings;

6. To determine all cases of appeals, disputes, and complaints arising from decisions of trustees or inspectors, and to make such orders thereon as may be required;

7. To make any provision that may be necessary to meet exigencies occurring under the operation of these regulations.

The Council of Public Instruction shall report annually to the Lieutenant Governor in Council upon all schools and institutes with such statements and suggestions for promoting education generally as they may deem useful and expedient.

The Council of Public Instruction shall have power to suspend for cause the certificate of any teacher, and also to cancel the same.

The chairman of the Council of Public Instruction may empower any person to call any school meeting required to be held, when the person or persons invested with the power to do so neglect or refuse to act.

The chairman of the Council of Public Instruction may appoint a commissioner to examine into and report upon the condition of any one or more schools, and such commissioner shall have the power of a school inspector for the purpose. He may at any time appoint a commissioner to inspect the financial condition of any school district.

The chairman of the Council of Public Instruction may appoint a commissioner to conduct the affairs of any school district.

The Lieutenant Governor in Council may from time to time determine what officers or persons it is necessary to employ for any of the purposes above mentioned, assign their names of office, prescribe their duties and salaries, and make the necessary appointments.

b. Classification of Schools.

There may be established subject to the regulations of the Council of Public Instruction the following classes of schools, namely:

1. Public schools, for pupils over five years of age in which

instruction shall be given in the elements of an English and commercial education;

2. Separate schools, for pupils over five years of age in which instruction shall be given in the elements of an English and commercial education;

3. Kindergarten schools, for pupils between four and six years of age in which instruction shall be given according to kindergarten methods;

4. Night schools, for pupils over fourteen years of age who are unable to attend during the usual school hours;

5. Normal schools, for the training of candidates for first, second, and third class teachers' certificates;

6. Teachers' institutes, for the reading of papers and the general discussion of educational topics.

NOTE.—*All schools shall be taught in the English language, but it shall be permissible for the trustees of any school to cause a primary course to be taught in the French language.*

NOTE.—*The title "High School" may be used to designate that department of any school which has a daily average attendance of thirty pupils in High School Standards, and in which not less than two teachers of that department are employed. For the qualifications required for assistant-masters and headmasters in High Schools see below.*

II. Local Administration.

a. School Districts.

A school district must comprise an area of not more than twenty-five square miles nor more than five miles in breadth or length, and shall contain not less than four resident ratepayers and twelve children between the ages of five and sixteen inclusive; provided always that any person not living within a school district may apply to the trustees of any organised school district to have his or her property . . . assessed in any such school district to secure the advantages of education for his or her children; and in such case the trustees shall receive such application and place such property on the assessment roll of such district; provided always that in special cases the Chairman of the Council of Public Instruction may permit the boundaries of any school district to exceed five miles in breadth or length, such permission being only given in cases where all the resident ratepayers affected by such permission have agreed in writing to the same.

Any three ratepayers resident in any area as above defined may form themselves into a committee to procure its erection into a school district, and may petition the Chairman of the Council of Public Instruction for such erection.

Such a petition must specify—

1. The proposed name, limits, location, and approximate area of the proposed school districts.
2. The total population and the number of adults and children between the ages of five years and sixteen

years, inclusive, and the number of children below the age of five years resident within the proposed district;

3. The total number of ratepayers in the district and the number of Protestant and Roman Catholic ratepayers respectively; and such petition shall be accompanied by a sketch, plan, or map of the proposed district showing its boundaries, principal legal subdivisions, physical features, and general location: and (except in the case of town school districts) the quarter sections or river lots, if the land is surveyed, on which the children of school age reside.

The petition must be accompanied by a solemn declaration of a member of the committee that the members thereof are *bona fide* resident ratepayers of the proposed school district, and that the statements made in the petition are correct.

b. Inaugural School Meeting.

On receiving the approval of the chairman of the Council of Public Instruction to the limits of any proposed district, a notice calling a meeting of the ratepayers shall be posted up by the petitioners.

At the *School Meeting* thus convened the resident ratepayers present shall organise the meeting by appointing a chairman (who shall be a resident ratepayer), and a secretary.

Only resident ratepayers shall be entitled to vote at or take any part in a first school meeting.

Every resident ratepayer shall have as many votes as there are trustees to be elected, but shall in no case vote more than once for one candidate at the same election.

Upon a petition signed by at least four-fifths of such resident ratepayers of any school district as are the parents or guardians of children between the ages of five years and sixteen years inclusive, the Lieutenant Governor in Council may empower the trustees of such district to enter into an agreement with the trustees of any other school district for the education of their children for a term of not less than three years.

Provided that in all cases where such an agreement is in force grants shall be paid in respect of children attending the school maintained in another school district than the one in which they reside, as though the parents or guardians of such children were resident ratepayers of the school district in which their children are being taught:

Provided further that the school districts acting under such an agreement shall have full power and authority to make the necessary levy and assessment for the purpose of carrying out the terms of the agreement and for providing for the conveyance of the children to and from school.

Provided that the Lieutenant Governor in Council may terminate any such agreement upon such terms as to him may seem fit.

(*From the Report of the Council of Public Instruction for the year* 1898).

"It has been found necessary in several instances to alter the

boundaries of existing districts in order to take in land newly settled by persons desiring the means of educating their children. A few school sites have been changed to meet the requirements of increased population. Twenty-two new districts were proclaimed during the year and several others had petitioned for erection but had not completed the prescribed proceedings at the close of the year. Seven districts that had not been in operation for a considerable time (in some instances had not opened at all) engaged teachers and started their schools."

c. Separate Schools.

The minority of the ratepayers in any organised public school district, whether Protestant or Roman Catholic, may establish a separate school therein and in such case the ratepayers establishing such Protestant or Roman Catholic separate schools shall be liable only to assessments of such rates as they impose upon themselves in respect thereof.

The petition for the erection of a separate school district shall be signed by three resident ratepayers of the religious faith indicated in the name of the proposed district. The petition shall set forth—

(*a*) The religious faith of the petitioners;
(*b*) The proposed name (stating whether Protestant or Roman Catholic) of the district;
(*c*) Its proposed limits, definite location, and approximate area;
(*d*) The total number of ratepayers and of children between the ages of five years and sixteen years inclusive, of the religious faith (Protestant or Roman Catholic) of the petitioners, residing within the limits of the proposed district;
(*e*) The total assessed value of their real and personal property according to the last revised assessment roll o the district;

and such petition shall be accompanied by a solemn declaration of one of the petitioners verifying the facts set forth in their petition.

The persons qualified to vote for or against a petition for the erection of a separate school district shall be the ratepayers resident therein being of the same religious faith (Protestant or Roman Catholic) as the petitioners.

After the establishment of a separate school district under the above provisions such separate school district shall possess and exercise all rights, powers, privileges, and be subject to the same liabilities and method of government as are provided in respect of public school districts. And any person who is legally assessed or assessable for a public school district shall not be liable to assessment for any separate school established therein.

d. Annual School Meeting.

At the annual meeting of the ratepayers of every school district (except town school districts), which is called by the trustees, the board of trustees submit and read to the meeting—

1. A statement of the teacher, signed by him, giving the following particulars :—

(*a*) The number of days on which school was kept open during each term succeeding the last annual meeting;

(*b*) The total number of children attending school during that period, specifying the number of males and females respectively;

(*c*) The average daily attendance during each term;

(*d*) The branches of education taught in the school and the number of children studying each;

(*e*) The number of dismissals of scholars for misbehaviour or other causes;

2. The report of the inspector on the occasion of his last inspection of the school.

3. A statement showing—

(*a*) The names of the trustees;

(*b*) The vacancies created in the board during the year, if any, giving the reasons therefor, with an account of the elections held to fill such vacancies and the results thereof;

(*c*) The engagements entered into during the year by the board as well as an account of those entailed upon them by their predecessors;

(*d*) The amount of assessable property in the district according to the last finally revised assessment roll;

(*e*) Rate of school tax per dollar;

(*f*) Rate of tax per dollar to pay off debenture indebtedness;

(*g*) The appeals against assessment made to a judge of the Supreme Court and the result of such appeals;

(*h*) The times of holding meetings of the board of trustees during the year and the resolutions adopted at such meetings.

(*i*) Particulars of the real and personal property held in the district:

4. The treasurer's statement showing—

(*a*) The amount of money received by the district from all sources during the year, with particulars;

(*b*) The amounts accruing to the school district funds of the past year on account of Government grants;

(*c*) The amount of money due to the district from all sources, with particulars;

(*d*) The amount of money paid out by the district during the year, with the particulars of payment;

(*e*) The amounts, if any, due by the district, to whom due and the terms and times of payment;

5. The auditor's report.

6. Such further statement in relation to the affairs of the district as may be deemed advisable.

(No person shall be entitled to vote at any school meeting or

for the election of a trustee or trustees, or to be nominated as trustee in any school district, who has not paid all taxes in arrear due by him to such district.)

e. Union of Public and Separate School Districts.

If in any area there exist a public school district and a separate school district, and it is resolved by the ratepayers of each of such school districts, at a public meeting of all the ratepayers called for the purpose of considering the question, that it is expedient that such districts should be disorganised for the purpose of the union of the same, and the erection of the area into a public school district, the chairman of the Council of Public Instruction may order the disorganisation of such existing districts, and order the erection of their area into a public school district with such name as he may decide upon; and thereafter the said chairman may make such orders, provisions, and appointments as to him shall appear proper for the completion of such disorganisation and the erection of the public school district, and as to all matters incident thereto and necessary for the establishment and operation of the same as a public school district, and for the adjustment, arrangement, and winding up of all the affairs of such disorganised districts, and for the settlement of their liabilities and disposition of their assets.

Provided that, unless the liabilities of such disorganised districts are not otherwise liquidated, the same shall be assumed by and imposed upon such newly-created district, and any debentures issued by the disorganised districts or either of them shall have the same force and effect upon the newly-established district and the property and rates thereof as they had upon the district by which they were respectively issued and its property and rates; and the trustees of such newly-organised district may authorise and direct the levy and collection of such rate or rates as may from time to time be necessary for the discharging of any liability or debenture indebtedness of a disorganised district assumed by or imposed upon such new district.

f. Disorganisation of School Districts.

The Lieutenant Governor in Council may by order declare that on and after a day therein to be named any school district shall be disorganised, and thereupon the same shall cease to have or enjoy any of the rights, powers, and privileges vested in such corporations; and upon any such disorganisation of a school district the chairman of the Council of Public Instruction may appoint one or more persons as commissioners to adjust and settle the assets and liabilities of such district; and the commissioners so appointed shall have full power and authority to sell and dispose of and convert into money all the assets and property of such district and apply the same so far as the same will extend.

(Report for 1898.*)*—"Ten school districts which, by reason of the settlers having removed to other parts of the Territories, had failed for years to be in operation, have been disorganised. The

assets have, as far as possible, been realised and paid over to the creditors of the various districts. A liberal offer was made to those holding unpaid coupons against any of these districts for the relinquishment of their debenture claims but it was not generally accepted."

g. Trustees.

In school districts other than town school districts there shall be three trustees, each of whom, after the first election, shall hold office for three years and until his successor shall have been appointed.

The trustees elected at a *first* school meeting shall hold office as follows:—

1. The candidate receiving the highest number of votes (or the first one nominated if no vote has been taken, *i.e.* in cases where the number of nominations does not exceed the number of trustees to be elected) shall be elected to serve until and including the thirty-first day of December of the second year following the election;

2. The candidate receiving the second highest number of votes (or second in order of nomination if no vote has been taken) shall be elected to serve until and including the thirty-first day of December of the year following the election;

3. The candidate receiving the third highest number of votes (or the third in order of nomination if no vote has been taken) shall be elected to serve until and including the thirty-first day of December following the election.

The persons qualified to be elected trustees shall be actual resident ratepayers within the district, able to read and write. No trustee shall hold the office of teacher within the district in which he is a trustee.

It shall be the duty of the board of trustees of every school district to—

1. Elect a chairman within ten days after the annual school meeting in each year;

2. Select and acquire a school site, which shall be in the centre of the district or as near thereto as the situation of the road-allowances and the securing of a dry, healthy, and suitable location will permit. In the event of it not being found convenient to have the school house located exactly in the centre of the school district the trustees may locate it elsewhere within the district upon receiving the consent of the chairman of the Council of Public Instruction to such location;

Provided that in town school districts the trustees may select such site as in their judgment is desirable, subject to ratification by the ratepayers in the case of debentures being issued;

3. Engage a qualified teacher or teachers on such terms as the board may deem expedient, the contract for which shall be in writing, and a certified copy of such contract shall be at once forwarded to the Department of Public Instruction;

4. Forthwith report to the Department of Public Instruction

the appointment, resignation, or dismissal of a teacher or teachers in their district, and in the case of dismissal the reason for such dismissal;

5. To take possession and to have the custody and safe keeping of all school property which has been acquired or given for all school purposes to their district;

6. Do whatever they may judge expedient with regard to building, repairing, renting, warming, furnishing, and keeping in order the school houses in their district, their furniture and appendages, and the school lands and inclosures held by them, and for procuring apparatus and school books for their school;

7. Make such assessments on real and personal property of the district and levy such taxes as may be necessary to defray all lawful expenses and liabilities of the school district for the year or that part thereof for which such taxes are required to be levied;

8. Suspend or expel any pupil whose habitual conduct or condition is found to be injurious to the other pupils;

9. Keep a record of their proceedings signed for each sitting by the chairman and secretary, and see that true accounts both of the school and district are kept, and the affairs of the district generally are conducted in due order and with due regard to efficiency and economy; the accounts shall at all reasonable hours be open to the inspection of the ratepayers of the school district;

10. Select and provide for all such reference books for the use of pupils, maps, globes, and other apparatus as may be prescribed by the Council of Public Instruction;

11. Provide free of cost out of the funds of the district books and slates for the use of those children attending school whose parents cannot afford to procure the necessary books and slates for them;

12. Provide, when deemed expedient, a suitable library for the school;

13. See that all the reports required by the regulations are duly submitted without delay;

14. Call special meetings for any purpose whatever when required to do so by the Council of Public Instruction, or, in town school districts, by ten resident ratepayers, or, in other school districts, by a majority of the resident ratepayers;

15. See that the law with reference to compulsory education and truancy is carried out;

16. Provide wholesome and pure water for the use of children during school hours;

17. Provide separate buildings for privies for boys and girls respectively. The buildings shall be erected in the rear of the schoolhouse, at least ten feet apart, their entrances facing in opposite directions, or otherwise effectually screened from each other.

The trustees of any school district may by resolution enter into a contract to have a school house built at a cost not to exceed $500, payment for which may extend over a period of

not more than five years at a rate of interest not to exceed eight per cent. per annum.

The Board of Trustees of any school district may authorise the chairman and treasurer thereof to borrow from any person or bank or corporation such sum of money as may be required to meet the expenditure of the school district until such time as the taxes levied thereon can be collected, or, in the case of school districts situated within a municipality or partly within a municipality, until such time as the municipal council can pay the school taxes to the trustees; such authorisation shall be by bye-law of the Board of Trustees.

Any person eligible and elected to the office of school trustee who refuses to serve as such shall forfeit the sum of $20, and his neglect or refusal, if resident at the time within the district, to take declaration of office before the first regular meeting of the trustees shall be construed as such refusal, after which another person shall be elected to fill the place; but no school trustee shall be re-elected, except by his own consent, during the two years next after his going out of office.

Any person chosen as trustee may resign with the consent, expressed in writing, of his colleagues in office, but such resignation shall only take effect upon the election of his successor.

Secretary of Board of Trustees.

The Board of Trustees at the first meeting in each year appoints a secretary, among whose duties it shall be to answer all communications on school matters in such a manner as he may be directed by the Board, to examine the records and register of the school kept by the teacher and see that they are correct, to forward to the Department of Public Instruction the requisite reports, and give any further information that may be required by the Department or the Board of Trustees, to keep and produce on demand of an inspector, the minute books, papers, accounts, assessment rolls, and other documents committed to his charge.

The minute book and other books of secretaries of all school boards shall be inspected annually, and, if irregularities are found, the inspector shall report the same to the Department of Public Instruction and shall make such recommendation to the trustees as he may deem necessary.

One of the trustees or a teacher may be secretary of the Board but a teacher shall not be appointed treasurer.

The secretary of every Board of Trustees shall within one month of the date of the opening of the school notify the Department of Public Instruction of the opening of such school and the qualification of the teacher or teachers employed and the amount of the salary or salaries paid.

The secretary of every Board of Trustees shall forward to the Department of Public Instruction on the fifteenth day of April in each year (or as soon thereafter as the school shall open) a report giving the following information, namely:

(*a*) Name of teacher;

(*b*) Class of certificate held by each teacher and the date thereof;
(*c*) Salary paid each teacher per month;
(*d*) Number of children attending school (per register);
(*e*) If school open for the whole year or for only certain months during summer, naming the months during which it is intended to keep school open.

Treasurer of Board of Trustees.

By resolution of the Board one of its members may, with his consent, be appointed treasurer of the district for the whole or part of the term for which he was elected trustee. During his service as treasurer he receives remuneration, but the treasurer may be a responsible person appointed by the Board for the purpose, but not belonging to the Board.

It shall be the duty of the treasurer to collect, receive, and account for, all school moneys, whether derived from the Government or otherwise, for the purpose of education within the district of which he is treasurer; and to distribute such moneys in the manner directed by the Board of Trustees, and to keep a record of the same in a book provided for the purpose by the Board of Trustees; and he shall give and take receipts for all moneys so received and paid out by him, and shall produce, when called for by the trustees, auditor, or other competent authority, all books, papers, and moneys belonging to the corporation, and shall hand over the same to the trustees or any person named by them upon his ceasing to hold office.

The treasurer of every school district shall at the end of each term furnish to the Department of Public Instruction a solemn declaration giving the information required for the purpose of computing the grants payable to each school in such school district. In any term during which any school in such school district has not been kept open, the treasurer shall furnish a copy of the return with a notification to that effect written upon its face. See below.

The treasurer of every school district shall furnish to the Department of Public Instruction at the end of each year a statement showing the cash receipts and expenditure, amounts due to and by the district, particulars of the assessment, assets of district, cost of land and buildings, together with the auditor's report.*

The account books of treasurers of all school boards shall be inspected annually, and the inspector shall have power to call for all vouchers, receipts, auditor's reports, statements of accounts, and assessment rolls. Any irregularities shall be reported to the trustees and the Department of Public Instruction.

Any trustee, officer, or employee of a school district neglecting or refusing to discharge any duty assigned to him shall for each offence be liable to a fine not exceeding $50; and any trustee who, after ceasing to hold office, detains any money, book, paper, or thing belonging to the school district, shall thereby incur a penalty not exceeding $100 for each day of such wrongful detention. Any returning officer of any school district or proposed school district who shall knowingly and wilfully prejudice the result of any voting by preventing votes from being taken,

* See below, Section V., *d*.

taking unlawful votes, altering returns, or by any other means, shall be liable to a fine not less than $100. Should the trustees of any school district wilfully contract liabilities in the name of the district greater than are allowed to be contracted, such sum or sums may be recovered from them as a debt in a court of competent jurisdiction.

The prescribed form for the treasurer's return gives the best summary of the functions he exercises in a school district. Treasurer's return.

TREASURER'S RETURN FOR TERM ENDING 1 .

I, treasurer of School District No. of the North-West Territories do solemnly declare as follows :—

1. That the name of the teacher in the department of the above school district is - - - .....
2. That the class of certificate granted by the Council of Public Instruction, N.W.T., he holds is - - -
3. That the salary paid to h per is - - - ....
4. That the amount of salary earned by h during the term was - - - - - - - - - - - - ... ...
5. That the amount of salary due h at the end of the term was - - - - - - - - - - - - ... ...
6. That the names of previous teachers (if any) in the said department to whom salary is still due and the amounts so due, are - - - - - - - - - - - ....
7. That I have examined the school register and find :
   - (*a*) That the department was opened for the current year on - - - - - - - - - - - .....
   - (*b*) That the department was open for the term on - .....
   - (*c*) That the department was closed during the term from - - - - - - - - - - - ..... until - - - - - - - - - - - .....
   - (*d*) That the number of legally authorised teaching days the school was thus closed was - - - .....
   - (*e*) That the reason for so closing the school was - - ..... (*Medical certificate if any attached hereto.*)
   - (*f*) That the department was closed for the term on - .....
   - (*g*) That the number of legally authorised teaching days during the term on which the department was open was - - - - - - - - - - - .....
   - (*h*) That the annexed abstract from the school register as prepared by the teacher of this department and showing the number of pupils with their names, ages, sexes, and school standing, the pupils who have removed from the district or have died during the year, the pupils who have been absent all term with the reason therefor, the pupils who have been in attendance during the term with their aggregate and average attendances, is correct in every essential and particular to the best of my knowledge and belief.

And I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath and by virtue of "The Canada Evidence Act, 1893."

Declared before me at this day of 19

C.D.
Treasurer.
P.O. address :

III.—Statistics.

The following is a summary of the statistics in regard to the number of school districts and schools, pupils enrolled, attendance, etc., for the year ending on December 31, 1898.

a. School Districts.

	Erected.	In Operation.
Assiniboia.		
Public school districts	277	244
Protestant separate school districts	2	2
Roman Catholic public school districts	11	9
Roman Catholic separate school districts	4	1
	—294	—256
Alberta.		
Public school districts	143	114
Protestant separate school districts	0	0
Roman Catholic public school districts	15	10
Roman Catholic separate school districts	5	5
	—163	—129
Saskatchewan.		
Public school districts	45	32
Protestant separate school districts	1	1
Roman Catholic public school districts	18	7
Roman Catholic separate school districts	2	1
	— 66	— 41
	523	426
Unorganised school districts participating in grants	—	3
		429

b. Schools.

(1) Number of school districts in operation (Increase for the year 1898, 32)	426
(2) Number of new school districts proclaimed	22
Total	448*

* At the close of 1899, 453 schools were in actual operation.

c. Pupils Enrolled.

1. Number of pupils enrolled	—	16,754*
Increase for the year	2,178	—

* The number of pupils enrolled in 1899 was 18,801, an increase of 2,047.

d. Pupils in Attendance.

d. (1) *Attendance.*	Increase.	Total.
Total number of pupils attending school during the year	2,178	16,754
,, of boys	1,228	8,694
,, of girls	950	8,060
,, who attended school less than 20 days during the year	—18	1,797
,, who attended between 20 and 50 days, inclusive	44	3,015
,, who attended between 51 and 100 days, inclusive	813	4,928
,, who attended between 101 and 150 days, inclusive	411	3,622
,, who attended between 151 and 200 days, inclusive	678	2,775
,, who attended between 201 and the whole year	230	617
,, of school age who did not attend at all	69	190
Total aggregate attendance of first term	—	806,879
,, ,, during the second term	—	730,492
,, ,, for the year	—	1,537,371
Daily average attendance during the year	—	8,826·64*

d. (2) *Classification.*	Increase.	Total.
Total number in Standard I., Part 1	661	4,710
,, ,, I., Part 2	338	2,924
,, ,, II.	351	3,193
,, ,, III.	219	3,105
,, ,, IV.	416	1,782
,, ,, V.	124	638
,, ,, VI. "High School Stand."	23	221
,, ,, VII. Do.	45	153
,, ,, VIII. Do.	1	28
Total number in all Standards	2,178	16,754

* In 1899 the daily average attendance was 9,415.

d. (3) *Comparative Statement respecting Attendance and Classification.*

——	Public.	Roman Catholic Public Schools.	Roman Catholic Separate Schools.	Total.
Number of pupils on register -	14 970†	1,045†	739†	16,754†
,, of boys - - - -	7,812	566	316	8,694
,, of girls - - - -	7,158	479	423	8,060
,, who attended less than 20 days - - -	1,602	115	80	1,797
,, who attended between 21 and 50 days - -	2,726	190	99	3,015
,, who attended between 51 and 100 days - -	4,415	293	220	4,928
,, who attended between 101 and 150 days -	3,307	181	134	3,622
,, who attended between 151 and 200 days -	2,461	171	143	2,775
,, who attended between 201 and the whole year	459	95	64	617
,, who did not attend any school during the year	146	37	7	190
Aggregate attendance during first term - - -	730,716	47,680	28,483	806,879
,, attendance during second term - -	653,679	42,644	34,168	730,492
,, attendance for the whole year - -	1,384,395	90,324	62,651	1,547,271
Daily average attendance during the year - - - - -	7,925·43	549·42	351·79	8,826·64
Total number in First Standard, Part I. -	3,950	469	291	4,710
,, First Standard, Part II. -	2,553	247	124	2,924
,, Second Standard	2,876	197	120	3,193
,, Third Standard -	2,893	91	121	3,105
,, Fourth Standard	1,684	38	60	1,782
,, Fifth Standard -	614	2	22	638
,, *Sixth Standard -	219	1	1	221
,, *Seventh Standard	153	0	0	153
,, *Eighth Standard	28	0	0	28
Total number in all Standards -	14,970	1,045	739	16,754

* Total number in High School Standards (vi., vii., viii.) = *Public*, 400; *Roman Catholic Public*, 1; *Roman Catholic Separate*, 1; *total*, 402.

† The corresponding figures for 1899 are 16,825 pupils in Public Schools, 1,092 in Roman Catholic Public Schools, 884 in Roman Catholic Separate Schools. Total, 18,801.

(*e.*) *Summary of the Educational Statistics of the North-West Territories since* 1885, *when the management of the schools was vested in a Board of Education.*

Year.	Schools in Operation.	Pupils Enrolled.	Teachers Employed.	Expenditure by the Legislative Assembly.
				$
1886	76	2,553	84	8,908
1887	111	3,144	125	36,897
1888	131	3,453	150	44,547
1889	164	4,574	183	56,984
1890	195	5,398	224	85,002
1891	213	5,652	248	129,042
1892	249	6,170	295	121,056
1893	262	8,214	307	106,578
1894	300	10,721	353	113,999
1895	341	11,972	401	112,182
1896	366	12,796	433	126,218
1897	394	14,576	457	121,457
1898	426	16,754	483	133,642
1899	453	18,801	543	142,455

IV.—Attendance Laws and Truancy.

Length of time during which Schools are open.

a. In every school district where there are at least fifteen children between the ages of seven and fourteen resident within a radius of one mile and a half from the school house it shall be compulsory for the trustees of such district to keep the school open during the whole year.

In every school district where there are at least ten children between the ages of seven years and fourteen years it shall be compulsory for the trustees of such school district to have their school in operation at least six months in every year.

Penalties.

b. Every parent, guardian, or other person resident in a school district having charge of any child or children between the ages of seven years and twelve years inclusive shall be required to send such child or children to school for a period of at least sixteen weeks in each year, at least eight weeks of which time shall be consecutive; and every parent, guardian, or other person who does not provide that every such child under his or her care shall attend school or be otherwise educated shall be subject to the penalties provided by law.

It shall be the duty of the trustees of every school district, or any person authorised by them, after being notified that any parent, guardian, or other person having control of any child or children neglects or violates the provisions of the preceding section, to make complaint of such neglect or violation to a justice of the peace; and the person complained against shall, on summary conviction, be liable to a fine not exceeding one dollar for the first offence and double that penalty for each subsequent offence.

Reasonable excuses.

c. It shall be the duty of the justice of the peace to ascertain as far as may be the circumstances of any party complained of for not sending his or her child or children to school or otherwise educating him or them, and he shall accept any of the following as a reasonable excuse :—

1. That the child is under instruction in some other satisfactory manner ;

2. That the child has been prevented from attending school by sickness or any unavoidable cause ;

3. That there is no school open which the child can attend within a distance not exceeding two and one-half miles, measured according to the nearest passable road from the residence of such child ;

4. That such child has reached a standard of education of the same or of a greater degree than that to be attained in the school of the school district within which such child resides ;

5. That such parent or guardian was not able by reason of poverty to clothe such child properly, or that such child's bodily or mental condition has been such as to prevent his or her attendance at school or application to study for the period required.

Truancy and Truant Officer.

d. The trustees of each school may appoint a truant officer who shall be vested with police powers ; and the trustees shall have authority to make regulations for the direction of such officer in the enforcement of these provisions as they may deem expedient, provided such regulations have been approved by the Chairman of the Council of Public Instruction.

If the parent, guardian, or other person having the legal charge of any child shall neglect or refuse to cause such child to attend some school within five days after being notified, the truant officer shall make or cause to be made a complaint against such person before any justice of the peace having jurisdiction in the school district ; and such person shall be liable on conviction to a fine not exceeding $1 and costs for the first offence, and double that penalty for each subsequent offence.

NOTE.—The above provisions do not apply in country school districts to children residing more than one mile from the school-house.

School Hours.

e. School shall be held between nine o'clock and twelve o'clock in the forenoon and half-past one and four in the afternoon of every day, standard time, not including Saturdays, Sundays, or statutory holidays ; but the school trustees may alter or shorten the school hours upon receiving the permission of the chairman of the Council of Public Instruction.

A recess of fifteen minutes in the forenoon and in the afternoon shall be allowed.

The school year shall begin on January 1 and end on December 31, and shall be divided into two terms, ending on June 30 and December 31.

In all schools open during the whole year there shall be seven weeks' holiday, of which not less than two nor more than six shall be given in summer, and not less than one nor more than five in winter, to be apportioned at the discretion of the various boards of school trustees. The summer holidays shall fall between July 2 and August 31, and the winter holidays shall commence on December 24 in all schools.

The trustees of any school district in which the school is open during the whole year may allow two weeks' additional holidays.

Period for which Grants are payable.

f. The total number of school days in each year for which grants may become payable is 210, and most yearly schools are open for that period. The summer or short term schools are open for periods ranging from six to nine months.

Remarks on Attendance in 1898.

g. (*From the Report for* 1898.)—"The average length of the school year 1898 for all schools was 159 days; according to the latest report of the United States Commissioner of Education it was 140 days for the entire United States. The average attendance was 52 per cent. of the enrolment; in Manitoba and Ontario it was 56 per cent. Far too many pupils fail to take proper advantage of the schools provided for them. Rather less than 36 per cent. of the pupils were under instruction for over 100 days in the year 1898.

"It is worth considering whether the present fixed grant should not be reduced and the variable grant on attendance increased to such an extent as to induce trustees, ratepayers, and teachers, from the monetary if no higher reason, to make much greater efforts than many of them now do to secure an improved attendance. The energy that can be put forth in this respect is shown when the attendance in small schools comes near the minimum for which grants are payable. The activity displayed then, if kept up during the year, would produce a great gain in attendance and a consequent improvement in the usefulness of the school through the amount and character of the instruction thus rendered possible.

"When the Assembly provides a large fixed grant and a liberal variable grant, and the people a local tax to supply schools it would seem wise to take a further step and see that such advantage was taken of this provision as would accomplish the end in view. The power that creates the necessary institution and furnishes the needed funds should wield the required coercive authority. If, when the schools are opened and their cost provided for, many of the children attend but half time, there is not only a waste of money and teaching power, but there is a loss of intelligence that will count against the welfare of the individual and the civic and industrial future of the nation.

"It may be doubted whether this relation of intelligence to earning power is sufficiently appreciated and whether it is realised that education is one of the best forms of national investment.

"To increase the average length of our school year and the average attendance of our pupils, and therefore their average intelligence, is to increase the industrial and political power of the

next generation. The discovery of some influence potent enough to bring about this increase is a present need.

"The small number of children in attendance at many of the schools and the consequent increased cost of their education continues to engage attention. There are schools within a few miles of Regina, Qu 'Appelle, Indian Head, Wolseley, and such towns, with an average attendance of less than ten children and a school year of only seven months. If these children were conveyed to the town schools, they would have a full year's schooling, and the cost, including their daily transportation, would not be greater than it now is. Their attendance would be more regular and, generally, they would have the benefit of better buildings, better classification, and better teaching. The consolidation of weak schools in outlying districts might follow later where physical conditions were favourable. There would always remain certain areas in which this would not be feasible."

V.—Cost of Education.

Schools are maintained by *Legislative grants*, by *local taxation*, and *by school fees*.

a. Legislative Grants.

The *Legislative grants* are fixed by Ordinance, and the following are the provisions governing them :—

Scale. (i.) There shall be paid from and out of any moneys appropriated by the Legislative Assembly for schools (night schools, normal schools, and teachers' institutes excepted) an amount to be calculated as follows :—

(1) To each school having an average attendance of at least six pupils for the days during which it has been open in any term, a sum of $1.40 for each day the school is open : Provided that the total number of days in each year for which grants may become payable shall not exceed 210 ;

(2) For every pupil in average daily attendance an additional amount of $1.50 (six shillings) per school year of 210 days ;

(3) To each school where a teacher is employed who holds a first-class professional certificate the sum of 20 cents for each day (not exceeding 210) in the year such teacher is actually engaged in teaching ; and to each school where a teacher holding a second-class certificate is so employed, the sum of 10 cents for each day (not exceeding 210) in the year such teacher is actually engaged in teaching ;

(4) To each school attaining a minimum grading upon the reports of its inspection, as prescribed by the Council of Public Instruction, on its efficiency in respect to buildings, equipment, government, and progress, a sum not exceeding 15 cents nor less than 5 cents may be paid according to such grading, for each day (not exceeding 210) on which the school has been kept open during the year :

(5) To any High School complying with the regulations of the Council of Public Instruction, a special grant of seventy-five dollars (about £17) per term;

Provided, that in case the sum of the grants to be paid in any term under (*a*), (*b*) and (*c*) of this section shall exceed 70 per cent. of the salary actually earned by the teacher during that term, the amount of the grant under these subsections shall be reduced to the amount of the said 70 per cent. of salary paid;

(ii.) Provided further, that payment may be made in respect of the amounts earned under (*a*), (*b*), and (*c*) of this section at the end of the terms closing on the thirtieth day of June and the thirty-first day of December, on receipt of the return prescribed by the Council of Public Instruction; but the grant earned by any school under clause (*d*) shall be paid only with the last payment of the year; Dates of Payment.

Provided further, that in schools that are only open during a portion of the year payment may be made in respect of the amounts earned under clauses (*a*), (*b*), and (*c*) as soon as the school closes for the year, on receipt of the return prescribed by the Council of Public Instruction;

Provided further, that in schools where more than one teacher is employed, each department shall rank as a school under the provisions of clauses (*a*) and (*d*) of this section, when the average attendance of the whole school shall equal at least twenty pupils to each teacher employed; but no board of trustees shall engage an assistant teacher (expecting Government aid on that account) without having given the Department of Public Instruction at least three months' notice of their intention to do so and having received its approval;

Provided that the amounts shown in the treasurer's return to be due to any teacher or teachers shall be paid direct to such teacher or teachers, and proportionately to the extent of the grant.

Any school that has been closed on account of the absence of the teacher in attending a teachers' institute shall be entitled to all grants as if the school had been actually in operation during such period. For the purpose of computing the grant for such period the average attendance for the week preceding the closing of the school shall be taken as the actual attendance during the period the school remains closed from this cause.

Upon special recommendation of the Council of Public Instruction payment of a special grant may be made to any school, whether organised or not, out of the general revenue fund of the Territories.

Whatever additional sums may be necessary for the conduct of the school are raised by local taxation.

The daily average attendance shall be computed by dividing the aggregate attendance of the pupils for a term by the total number of days in such term in which the school was kept open.

(iii.) If a school has been closed by the written order of a duly qualified medical practitioner on account of the prevalence Allowance on account of disease.

within the district of any disease, the Lieutenant-Governor in Council may, upon the recommendation of the chairman of the Council of Public Instruction, pay grants in respect of such days as the school has been closed, but in no case shall such grants be paid for more than thirty days in the calendar year.

If, on account of the prevalence of any disease in the district, the average daily attendance falls below the number requisite to earn the grants, the Lieutenant-Governor in Council may, upon the recommendation of the chairman of the Council of Public Instruction, pay the grants on the basis of the actual attendance for such term.

New districts shall only become entitled to Government aid on the first day of the school term following the Order in Council for their erection.

Any school the officers of which shall allow such school to be taught or conducted in violation of the regulations of the Council of Public Instruction shall be liable to forfeit all rights to participate in any of the grants to aid the schools of the Territories, and upon satisfactory evidence of such violation such grants may be withheld.

b. Local Taxation.

Assessment. (i.) Where a school district is situated within a municipality the trustees may, as soon as may be after the final revision of the assessment roll of the municipality, make a demand on the council of such municipality for the sum required for school purposes for the then current year; but such sums shall not exceed an amount equal to twelve mills on the dollar ($1\frac{1}{5}$ cents per dollar) according to the last revised assessment roll, on the property liable to assessment in such school district for ordinary school purposes, with such additional amount as may be necessary to meet any debenture indebtedness that may have been incurred and may be coming due.

The trustees of any school district the whole or any portion of which is situated within a municipality, may demand of the council of the municipality that the amount for which the school district (or the part thereof situated within the municipality) is liable for school purposes shall be imposed and collected by the municipality; and the lands and property of persons liable for such amounts shall be assessed, and the same shall be collected, as other rates by the municipality.

If the amount collected falls short of the sum required, the council may direct the deficiency to be made up from any fund belonging to the municipality except sinking funds.

If there be no unappropriated funds the deficiency may be deducted from the sums estimated as required or from any one or more of them but not from the estimates supplied by the school trustees.

Should the amount collected exceed the estimates, the sum in excess shall be paid over to the treasurer of the school board.

In cases where the amount collected has been on account of some special purpose and is not required for such purpose, it shall form part of the general fund of the municipality.

Protestants and Roman Catholics.

(ii.) In cases where separate school districts have been established, when property owned by a Protestant is occupied by a Roman Catholic and *vice versâ*, the tenant in such cases shall only be assessed for the amount of property he owns whether real or personal, but the school taxes shall in all cases (whether or not the same has been or is stipulated to the contrary in any deed, contract, or lease) be paid in the school district to which such owner is a ratepayer.

In cases where separate school districts have been established, whenever property is held by two or more persons as joint tenants or tenants in common, the holders of such property being Protestants and Roman Catholics, they shall be deemed and held accountable to the board of trustees for an amount of taxes in proportion to their interest in the premises; and such taxes shall be paid to the school district of which they are ratepayers.

A company may by notice to the secretary treasurer of any municipality wherein a separate school district is either wholly or in part situated, and to the secretary of the board of trustees of any school district in which a separate school has been established, require any part of the real property of which such company is either the owner and occupant or the tenant, and any part of the personal property (if any) of such company, liable to assessment, to be assessed for the purposes of said separate school; and the proper assessor shall thereupon enter said company as a separate school supporter in the assessment roll in respect of the property specially designated.

Provided always that the share or portion of the property of any company assessed in any municipality or in any school district for separate school purposes under the above provisions shall bear the same ratio and proportion to the whole property of the company assessable within the municipality or school district as the amount or proportion of the shares or stock of the company (so far as the same are held and possessed by persons who are Protestants or Roman Catholics as the case may be) bears to the whole amount of such paid or partly paid-up shares or stock of the company.

If a school district be situated partly within two or more municipal corporations, then the Board of Trustees may make a demand upon each of such corporations for that proportion of the amount of money required by such district which may justly be demanded by such district according to the amount of property included within the limits of the district and situated within the limits of such municipality; or the trustees may themselves or by means of an assessor levy an assessment.

Assessment Roll.

(iii.) The trustees of any school district or an assessor whom they may appoint, as soon as may be in each year, shall prepare an *assessment roll* for the school district or for that part of the district which is not within the limits of any municipality, in which shall be set down, according to the best information to be

had, a list of all the property taxable for their school in the district, with the names of the occupants and owners if such can be procured; and such list shall contain the following information—

1. Name of occupant or person in possession (if there be no occupant a statement to that effect):

(*a*) Religion of occupant (whether Roman Catholic or Protestant);

(*b*) Sex;

(*c*) Age;

(*d*) Occupation;

(*e*) Place of residence.

2. Name of owner if it can be ascertained (if owner's name be unknown such particulars concerning ownership as may be known):

(*a*) Religion of owner (whether Roman Catholic or Protestant);

(*b*) Sex;

(*c*) Age;

(*d*) Occupation;

(*e*) Place of residence and post office address.

3. Description of real property in occupation of each person:

(*a*) Part and number of section, township, range, and meridian, or number and description of lot in special survey, or number of lot or house or other particulars of each parcel;

(*b*) Improvements in cultivated lands (giving area) and buildings on each parcel;

(*c*) Area in acres or the number of feet frontage of each parcel;

(*d*) Value of each parcel;

(*e*) Total value of real property.

4. Description of taxable personal property:

(*a*) Taxable personal property other than income, with particulars;

(*b*) Value of such personal property;

(*c*) Taxable income;

(*d*) Total value of personal property, including taxable income.

5. Total value of taxable, real, and personal property;

Exemptions.

(iv.) All real and personal property situated within the limits of any school district, or income derived by any person resident

within the limits of such district, and live stock which is within the limits of a school district for a portion of the twelve months prior to the assessment shall be liable to taxation subject to the following provisions and exemptions—

1. All property held by Her Majesty or for the public use of the Government of the Territories or specially exempted by the Parliament of Canada;

2. All property held by or in trust for the use of any tribe of Indians or the property of the Indian Department;

3. Where any property is occupied by any person otherwise than in an official capacity the occupant shall be assessed in respect thereof, but the property itself shall not be liable;

4. The buildings and grounds, to the extent of two acres, of all public and separate schools and the personal property belonging to the same, being used for school purposes, and under the management of the Council of Public Instruction of the Territories;

5. A building used for church purposes and not used for any other purpose for hire or reward, and the lot or lots whereon it stands not exceeding one-half acre, except such part as may have any other building thereon;

6. Gaols and court houses and the necessary land attached thereto;

7. Any land in use as a public cemetery not exceeding twenty-five acres;

8. The books of every public library;

9. The income of a farmer derived from his farm and the income of merchants, mechanics, and other persons derived from capital liable to taxation;

The annual income of any person derived from his personal earnings provided the same does not exceed $600;

10. Grain, household effects of every kind, books, and wearing apparel;

11. The increase in the value of the land by reason of the annual cultivation thereof, together with the growing crops, or by reason of the cultivation of trees;

12. All works constructed, operated, and used in connection with irrigation ditches as well as the ditches themselves operated under and subject to the provisions of *The North-West Irrigation Act, 1898*;

Provided that live stock which has been assessed against the owner thereof in the school district in which he resides shall not be liable to assessment in any other school district.

A person occupying property or deriving income not liable to taxation may compel the assessor, on written demand, to assess him for such property or income in order that he may hereby be qualified for voting or holding office.

Real and personal property shall be estimated at their actual cash value as would be appraised in payment of a just debt from a solvent debtor.

Taxes may be recovered either from owner or occupant as a debt due to the school district; in which case the production of the collector's roll or a copy of so much thereof as relates to the taxes payable by such person, certified as a true copy by the secretary of the school district, shall be *prima facie* evidence of the debt.

Comp'aints. (v.) If any ratepayer within the school district thinks that any person has been assessed too high or too low or has been wrongly inserted in or omitted from the assessment roll or that the property of any person has been misdescribed or omitted from the roll or that the assessment has not been performed in accordance with the above provisions and requirements, the secretary of the board of trustees shall, on his request in writing, give notice by post or otherwise to such person and the assessor, of the time when the matter will be tried by the court; and the matter shall be decided in the same manner as complaints by a person assessed.

The secretary of the board of trustees shall post up in some convenient place within the school district a list of all complaints made by persons on their own behalf against the asssessor's return and of all complaints on account of assessment or want of assessment of other persons, stating the names both of the complainant and of the party complained against with a concise statement of the matter complained of, together with an announcement of the time when the court will be held to hear the complaints; and no alteration shall be made in the roll unless under a complaint formally made according to the above provisions.

Court of Revision (vi.) If at any time before the day fixed for the sitting of the court of revision it shall be discovered that the property or income of any taxable person or part thereof has been omitted from the roll, the secretary shall notify such taxable person, if known, by registered letter, that at the sitting of the court of revision, to be held at least fifteen days after such notice, an application will be made to the said court to assess such taxable property for such sum as may be deemed right; and that such taxable person is required to attend such court to show cause why the said taxable property should not be assessed, and as to the amount the same should be assessed for.

The board of trustees of any school district shall sit as a court of revision not more than thirty days from the filing of the roll, and shall hear all complaints notice of which shall have been given.

The roll as finally passed by the court and certified by the secretary as passed shall (except in so far as the same may be further amended on appeal to a judge of the Supreme Court) be valid and bind all parties concerned.

Appeal to Superintendent. (vii.) If a person be dissatisfied with the procedure of the court of revision he may appeal therefrom to a judge of the Supreme Court. In all cases of such appeals the person appealing shall

in person or by his agent serve upon the secretary of the school district, within eight days after the decision of the court of revision, a written notice of his intention to appeal to a judge of the Supreme Court.

And in all such proceedings the judge shall possess all the powers for compelling the attendance and for the examination on oath of all parties whether claiming or objecting, or objected to, and all other persons whatsoever, and for the production of books, papers, rolls, and documents, and for the enforcement of such orders, decisions, and judgments as belong to or might be exercised by him in the Supreme Court.

Return of Trustees Rebate.

(viii.) The Board of Trustees shall cause to be made out a collector's roll for the district on which shall be set down the name of every person assessed, the assessed value of his real property, and the amount with which such person is chargeable according to the rate of taxation computed in respect of sums ordered to be levied by the Board of Trustees, with any other particulars that may be necessary; and such roll shall be placed in the hands of the treasurer or collector duly appointed by the trustees for collection.

The Board of School Trustees may by resolution allow a rebate not to exceed 10 per cent. upon all taxes paid within thirty days after the same have become payable.

Incurring Debt by Debenture.

(ix.) Should it appear desirable to the Board of Trustees of any school district that a sum of money should be borrowed upon security of the district for the purchase of a school site, or for the erection, purchase, or improvement of a school building or buildings, or for furnishing the same, or for the purchase of suitable play grounds for the children attending the school or schools of the district, they shall pass a bye-law to that effect; and, before proceeding to borrow such sum of money, shall receive the sanction of a majority of the votes of the ratepayers of the school district voting thereon.

Upon receipt of the return of the voting and upon being satisfied that the necessary conditions have been complied with, the Lieutenant-Governor in Council shall in writing empower the trustees to borrow the sum or sums of money mentioned in the bye-law and shall publish the same in the official gazette of the Territories: and the assent of the Lieutenant-Governor in Council (published as aforesaid) to any such loan, shall be conclusive evidence that all the necessary formalities have been complied with and that such loan is one which the school district may lawfully make.

All money thus borrowed shall be borrowed by debenture.

The total face value of the debentures issued shall not be for a greater sum than one-tenth of the total assessed value of the real property within the district, according to the last finally revised assessment roll of the district.

Debentures shall not run for a longer term than twenty years, if the school buildings are of brick, concrete, or stone; and shall not run for a longer period than ten years, if the buildings be of frame or log.

Debentures shall not carry interest at a greater rate than eight per cent. per annum.

The trustees of any school district, having received notice from the Lieutenant-Governor in Council authorising them to contract a loan, shall issue debentures therefor to secure the amount of the principal and interest of such loan upon the terms specified; and the said debentures and the coupons thereof shall be sufficient, when signed by two of the trustees of the school district, to bind such school district and to create a charge or lien against all school property or rates in the school district for which such loan is made.

All debentures shall on redemption be marked "cancelled" and signed by the secretary of the board of trustees across the face thereof.

All debentures before being issued shall be sent for registration to the department of public instruction and such department shall keep a book in which shall appear:

1. The name and number of each school district issuing debentures;

2. The amount of debenture indebtedness incurred by such district from time to time;

3. The purposes for which the indebtedness was incurred, with particulars of the amount for each specific purpose;

4. The date of redemption of each debenture.

Two sections of land (1,280 acres) in each township are reserved and held in trust by the Dominion Government as school lands for aiding and promoting education. This means an endowment of about eleven million acres.

c. School Fees.

Except for pupils in High School departments, no fees shall be charged by the trustees of any school district on account of the attendance at the school thereof of any children whose parents or lawful guardians are ratepayers of such school district; but a rate not exceeding five cents per day per family payable monthly in advance may be charged for any children whose parents or lawful guardians are not ratepayers to such school district.

In High School departments the trustees may charge pupils, whose parents or lawful guardians are resident ratepayers, a fee not to exceed nine dollars for the first term and six dollars for the second term.

In High School departments the trustees may charge pupils, whose parents or lawful guardians are not resident ratepayers, a fee not to exceed thirteen dollars in the first term and eight dollars in the second term.

d. Treasurer's Return.

The foregoing analysis of the financial administration of Education in the Territories may best be summarised by giving in full the prescribed form for the return made at the end of each

term by a treasurer of a board of trustees of any school district (public or separate) to the department of Public Instruction :—

School District No.

The following statement of cash received and expended by me on account of the above school district for the year ended December 31st, 1 , together with the other information furnished by me is correct and true in every particular.

Receipts.		Expenditure.	
Government grant for first term ended		For teachers' salaries	
Government grant for second term ended		On account of debenture indebtedness	
Taxes collected during the year		For rent of buildings	
Received for fees from pupils		„ school apparatus	
Proceeds of sale of debentures		„ library	
.....		„ caretaker and fuel	
.....		On school buildings	
.....		.....	
		.....	
		.....	
		.....	

Amount Due to and by the District.			
Arrears of taxes due to district		Balance due on teachers' salaries	
Fees from pupils		Balance due on outstanding accounts	
...		Balance due on buildings and land	
.....		..	

Particulars of Assessment.		Assets of District.	
Amount of assessable property from last revised assessment roll		Estimated value of real estate	
Rate of school tax per dollar		Estimated value of school buildings	
Rate of school tax per dollar to pay debenture indebtedness		Estimated value of furniture	

Auditor's Report.	Cost of Land and Buildings.	
I hereby certify that I have compared the above statement with the books kept by the district and find the same correct.	Amount paid for school site	
Auditor.	„ „ „ buildings	
	„ „ „ furniture, &c.	

(Signed) ..... Treasurer.

e. Public Notice of Poll on Issue of Debentures.

The form prescribed for the *public notice of a poll on the issue of debentures* gives some idea of the share of the voters in the financial affairs of their school district:—

By the trustees of the (*give full corporate name of school district*).

Whereas it is deemed expedient by the trustees of the (*give full name of the school district*) that the sum of dollars should be borrowed on the security of the said school district by the issue of debentures repayable to the bearer in equal consecutive annual instalments from the issue thereof with interest at the rate of per cent. per annum for the following purposes, namely:

Therefore notice is hereby given by the trustees of the said district that a poll will be opened by the undersigned chairman of the said trustees at the on the day of , 1 , at the hour of ten o'clock a.m., and will continue open until four o'clock p.m. of the same day, when the votes of those duly qualified to vote thereon will be taken for or against raising the said sum of dollars by way of a loan on the security of the said school district as hereinbefore set forth.

The qualification of voters is expressed in the following oath or affirmation, which persons desiring to vote must take if required: "I, *A. B.*, do solemnly swear that I am a *bona fide* ratepayer of the (*name of school district*); that I am of the full age of twenty-one years; that I am not an unenfranchised Indian; that I have paid all taxes due by me to the said school district; that I have not voted before at this election, and have not received any reward either directly or indirectly, nor have I any hope of receiving any reward for voting at this time and place."

Of which all persons interested are hereby notified and are required to govern themselves accordingly.

Chairman.

} Trustees.

Dated at

this day of , 19 .

VI.—Inspectors and Inspection.

Inspection. (*From the Report for* 1898.)—"The increase in the number of schools and pupils and the distances to be travelled made it impossible for the inspectors to visit all schools twice during the year.

"Through joint inspections and periodical conferences an attempt has been made to arrive at methods that secure substantial uniformity of judgment and practice. An inspection implies observation and examination, with a view to determining how far the school meets the needs of the pupils and the requirements of the State.

"The inspector observes the children entering and leaving the school-room, coming to and retiring from class, and notes promptness of movements, economy of time, simplicity of class tactics, and positions of desks. He observes the teacher's tone of voice, manner, watchfulness, decision, courtesy, consideration for the weaker and slower children, sympathy, and power to inspire. He observes whether the children are punctual, polite, cheerful, interested, orderly, and systematic. He observes the neatness, cleanliness, and orderly arrangement of the school room, its furniture and decoration, and the provisions made for heating, lighting, and ventilation, and notes the conditions of the school grounds. He observes the teacher's conduct of a lesson, definiteness of aim, selection of facts, clearness of presentation, character of drill; and notes the habits of work of the pupils in seats during this period. He examines the time-table to learn what subjects are taught and how the children are employed; he expects to find an analysis of it showing the amount of time devoted to class work in each subject. He examines the children in several subjects to discover what knowledge they possess, what power to master new work they have acquired, and what ability they have to give correct expression to their thoughts. He does not test all work at each visit, it being assumed that if a subject is well taught in one class it will probably be well taught in the remaining classes. He examines the registers to see that they are kept correctly and to learn something of the pupils' regularity of attendance and length of time in their several standards. He examines the pupils' text books to see that they are clean and free from markings.

"At the close of his inspection he has a brief conference with the teacher at which he praises excellent work, approves good work, and suggests remedies for inefficient work. He encourages the teacher to continue to be a student and recommends books and journals that will add to his general culture and professional knowledge. He leaves the teacher with a feeling that an inspector, while a skilled critic, is a sympathetic friend who helps and inspires, yet respects individuality and independence.

"He makes written reports of his inspection to the trustees and the Council of Public Instruction, in which he expresses

brief judgments upon the general character of the school, makes particular comments upon any special excellences or defects, and suggests needed improvements. Where opportunity permits he has personal conferences with the trustees.

"He examines treasurers' books, aids in the settlement of district disputes, encourages the formation of new districts, meets with his teachers once a year in convention, and assists in the preparation of examination papers and the training of third class teachers.

"It is a pleasure to state that teachers and trustees are showing an increasing appreciation of the work of our inspectors and that there is in so many instances, an easily discernible relation between their frank reports and marked improvements in the quality of the teaching and the condition of the school houses and grounds."

VII.—Religious Instruction.

No religious instruction shall be permitted in any school in the Territories from the opening of such school until one half hour previous to the closing of such school in the afternoon, after which time any such instruction permitted or desired by the trustees may be given.

It shall, however, be permissible for the trustees of any school district to direct that the school be opened by the recitation of the Lord's prayer.

Any child attending any school shall have the privilege of leaving the schoolroom at the time at which religious instruction is commenced, as provided for in the preceding section, or of remaining without taking part in any religious instruction that may be given, if the parents or guardians so desire.

No teacher, trustee, or inspector shall in any way attempt to deprive such child of any advantage that it might derive from the ordinary education given in such school; and any such action on the part of any trustee, inspector, or teacher shall be held to be a disqualification for and voidance of the office held by him or her.

VIII.—Teachers.

a. Their Duties.

It shall be the duty of every teacher—

1. To teach diligently and faithfully all the subjects required to be taught in the school according to the terms of his engagement with the trustees and according to the provisions of the Council of Public Instruction;

2. To maintain proper order and discipline;

3. To hold during each year public examinations of his school, of which he shall give due notice to the trustees, and through the pupils to their parents or guardians;

4. To make at the end of each school term, or at such other time as may be approved by the inspector and subject to revision

by him, such promotions from one class to another as he may deem expedient;

5. To give strict attention to the proper heating, ventilation, and cleanliness of the school house, and report to the trustees any necessity for cleaning and ventilating the school building and outhouses in connection with the same, and report to the school inspector any neglect on the part of the trustees in this respect;

6. To report to the secretary of the trustees any necessary repairs to the school buildings or furniture and any required supply of fuel and drinking water;

7. To keep in the prescribed form the school registers and to give access to them to trustees, inspectors, and any other person authorised thereto by the Chairman of the Council of Public Instruction;

8. To assist the board of trustees in making the required returns to the department of Public Instruction; and to furnish to the department, the inspector of schools, or the board of trustees, any information which it may be in his power to give respecting anything connected with the operations of his school or in any wise affecting its interests or character;

9. To deliver up any school registers, school house key, or other school house property in his possession on the written order of the board of trustees;

10. The teacher of a school may be secretary of the trustees but not treasurer.

A teacher whose agreement with a board of trustees has expired or who is dismissed by them shall be entitled to receive forthwith all moneys due to him for his services as teacher while employed by the said board. If such payment be not made by the trustees or tendered to the said teacher by them, he shall be entitled to recover from the said trustees the full amount of his salary due and unpaid, with interest, until payment is made by a suit in a court of competent jurisdiction.

Within ten months after the issue of the Order in Council erecting a newly-organised school district, the trustees shall engage a qualified person as school teacher for such period, not being more than one year, and at such salary as may be agreed upon.

In every school in which more teachers than one are employed the head teacher shall be called the principal and the other teachers assistants.

The principal shall prescribe, with the concurrence of the Board of Trustees, the duties of the assistants, and shall be responsible for the organisation and discipline of the whole school.

b. Teachers' Institutes.

Any number of teachers may organise themselves into a teachers' institute for the purpose of receiving instruction in the methods of teaching and for discussing educational matters subject to the regulations of the Council of Public Instruction.

From the Report for the year 1898.—"Through the co-operation of superintendent, inspector, and teachers these institutes do much for unification and elevation of aims. They are sources of stimulus and inspiration, bringing the isolated teacher in touch with the freshest professional thought and the ablest workers in his vocation. They are the best means of introducing new phases of work and giving assistance to teachers who need aid. Through the evening meetings they are helpful agencies in developing a right educational sentiment in a community and encouraging the school authorities to higher effort."

c. Supply of Teachers, etc.

"The supply of teachers in well-settled districts is sufficient; in outlying districts there is difficulty in getting good teachers to accept pioneer conditions; into our 'colonies' very few teachers have gone. The difficulty of securing teachers is increased when some trustees require applicants, in addition to the legal qualifications, to speak a certain modern language and be a member of a certain church. We are not yet wholly free from appeals of friends and relatives to grant provisional certificates to impecunious persons without the required scholarship or training. The rights of the children, quite ignored by these people, are considered of paramount importance by the Council; and provisional certificates are refused till it is made manifest that qualified teachers cannot be obtained. The rule is: 'Provisional certificates are issued to persons who present such evidence of scholarship that there is a reasonable probability of their being able to pass the next teachers' examination.' These certificates are not issued till the trustees declare that they have advertised for a qualified teacher and have used all reasonable effort to secure one but without success. Then upon application of the trustees—not of the would-be teacher—a provisional certificate is issued, valid for that school only, and terminating at the opening of the next examination for teachers.

"In the engagement of teachers, willingness to accept a small salary is too frequently a more potent influence than good character, graceful manners, broad scholarship, and professional skill. So long as this continues these schools will fail to secure and retain the best class of teachers. Progress in the education of the people to a juster recognition of the essential qualities of a good teacher is slow. Permanency of tenure is the rule in village and town schools, the exception in rural schools. Progress is much retarded by frequent changes of teachers.

"Mental and moral tests of qualification are required of all teachers. There should be a physical test as well. Tuberculosis is known to be a contagious disease; yet persons infected with it come here seeking relief in our climate and secure employment in our schools. Candidates for certificates should be free from any disease or infirmity which would unfit them for the work of teaching.

d. Foreign Certificates.

"Under conditions specified in the regulations persons holding professional certificates, other than third class, issued in any of the provinces or the British Islands may receive certificates here without undergoing further examination or training. Each year a number of teachers are admitted under this regulation, and each year inspectors draw attention to certain difficulties arising therefrom. These teachers as a rule are not lacking in general scholarship or teaching ability, but they do not understand our conditions, are ignorant of our school laws, fail to appreciate our aims, and neglect, to a surprising extent, to read and interpret correctly our programme of studies. As a result, too much of their first year's work is misdirected if not wasted, and the inspectors, with the limited time at their disposal for each school, can do but little to remedy these defects. The inspectors are unanimous in recommending that before receiving authority to teach, these persons should be required to take such a course of training as would make them familiar with our conditions and laws, and put them in touch with our aims and methods. A number of our best teachers have urged the necessity for such a course."

e. Normal School.

The only Normal School in the Territories is at Regina, the capital. The preparation for the first and second class professional certificates is given during the last four months of every year. Sessions for third-class candidates are conducted at convenient local centres by the inspectors under the supervision of the superintendent, who delivers a course of lectures at each.

In 1896, of the 433 teachers in employment, 96, of whom 34 were women, held first-class certificates; 207, of whom 109 were women, second-class certificates; and 130, of whom 79 were women, held third-class certificates.

f. Form of Agreement between Trustees and Teacher.

We, the undersigned, trustees of (*here insert name of school district or separate school district in full*) have chosen who holds a class certificate of qualification to be a teacher in the said district; and we do hereby contract with and employ such teacher at the rate of per annum (*or as the case may be*) from and after the date hereof, and we do further bind and oblige ourselves and our successors in office faithfully to collect and pay the said teacher during the continuance of this agreement the sum or sums for which we hereby become bound.

And the said teacher hereby contracts with the said trustees and their successors in office, and binds himself to teach in and conduct the school or schools of the said district (*or separate school, as the case may be*) according to the provisions of *The School Ordinance* and the regulations of the Council of Public Instruction in force under its authority.

This agreement shall continue in force from the date hereof unless the certificate of the said teacher should in the meantime be revoked, and shall not include any teaching on Saturdays or on other lawful holidays or vacations decided on, *e.g.*, all such holidays and vacations being at the absolute disposal of the teacher without any deduction from his salary whatever.

Witness } *A. B.*, *C. D.*, *E. F.* } Trustees. Corporate seal.
G. H., Teacher.

Dated this day of A.D. 19 .

g. Certificates.

The teachers' certificates granted by the Council of Public Instruction shall be denominated third class, second class, first class, and High School certificates. These may be obtained by fulfilling the following conditions:—

(*a*) Furnishing a certificate of moral character of recent date.
(*b*) Passing the prescribed non-professional examination.
(*c*) Passing the prescribed professional examination.
(*d*) Receiving a satisfactory report from an inspector after having taught one year in the Territories on an interim certificate.

Certificates of the third class shall be valid for three years. All other certificates shall be valid during the pleasure of the Council.

These certificates are competed for, not in one examination in which the order of achievement would correspond to the grade of the certificate given, but in four separate examinations corresponding to the four grades of certificate. Each of these four examinations consists of two parts, (*a*) non-professional, (*b*) professional.

For the non-professional examinations for first, second, and third class, and High School certificates, candidates must obtain at least 34 per cent. on each subject, and 50 per cent. on the total number of marks.

If any subject is divided for the purpose of examination, candidates must obtain at least 34 per cent. on each subdivision.

h. The following is a rough summary of the professional examination for the lowest and highest certificates, i.e., third-class and first-class certificates:—

THIRD CLASS.

1. *The Science of Education.*—The nature and aim of education, teaching, and instruction; outline of helpful portions of mental science; application of the principles derived therefrom to teaching and government.

2. *The Art of Education.*—Methods of teaching each subject on the programme of studies for schools; school organisation; school management; school hygiene; duties of teachers and pupils. Practice in teaching.

Text-books.—Gerlich's "New Manual of Method," "Manual of Hygiene" (Ontario series).

FIRST CLASS.

1. *The Science of Education.*—Nature, form, and limits of education; development and training of man; education values; psychological and logical sequence of subjects; general method.

2. *The Art of Education.*—Application of principles derived from the science of education to the teaching of each subject on the programme of studies; school organisation; school management; school law; practice in teaching.

3. *The History of Education.*—Systems and theories of education; eminent educators.

Text-books. — Rosenkranz's "Philosophy of Education"; Sully's "Handbook of Psychology"; De Garmos' "Essentials of Method": Landon's "Teaching and Class Management"; White's "School Management": Laurie's "Lectures on Linguistic Method"; Herbert Spencer's "Education"; "Report of the Committee of Ten."

i. Qualifications for High School Certificate.

The qualifications necessary for a High School certificate enabling a teacher to become the head-master of a High School are as follows:—

1. To have the degree of Bachelor of Arts from some University in Her Majesty's dominions, and

2. To have a professional certificate of the first class.

Persons holding a professional certificate of the first class, or a High School assistant's certificate obtained after a course at an approved school of pedagogy, may teach in a High School, but not as head-master.

NOTE.—A certificate from a school of pedagogy is not valid as a licence to supervise or teach in other than High Schools.

j. General Regulations for Non-Professional Examinations.

1. The examination of candidates for teachers' non-professional certificates shall commence on the first Monday of July in each year at such places as the Council of Public Instruction may announce.

2. No male teacher under eighteen years of age, nor female under sixteen, shall be allowed to write at these examinations.

3. Males under eighteen years of age and females under sixteen, who desire to test their scholarship may, upon payment of a fee of $5.00, write with the candidates for teachers' non-professional certificates. A statement of the marks awarded will be given them, but this statement will not be accepted as the equivalent of a certificate, even when the age limit has been attained.

4. Each candidate shall notify the Secretary of the Council of Public Instruction, not later than June 1st, of the class of certificate for which he is an applicant and the place at which he desires to write. Each such notice shall be accompanied by a fee of three dollars.

5. A non-professional certificate shall not be valid as a licence to teach.

6. During the sessions of the Normal School only those holding non-professional certificates are admitted.

Candidates who have previously taken the training prescribed for second class are permitted to write on the final examinations for first class without attendance during the session.

Persons whose teaching has been favourably reported on by an inspector, but whose third class professional certificates have expired, may, with the permission of the Council, renew these by passing the prescribed non-professional examination for third class and an additional examination based on White's "Pedagogy" and Landon's "Teaching and Class Management."

k. Certificates without Examination.

1. A person who holds a certificate, other than third class, issued since 1st January, 1886, in any province of the Dominion or in the British Islands, and who presents (*a*) a statement from the Department of Education in his province that his certificate is still valid, (*b*) a certificate of moral character of recent date, (*c*) a certificate from his last inspector of having taught successfully, may receive a certificate of such class as the Council of Public Instruction may deem him entitled to.

2. Graduates in any university in Her Majesty's Dominions may, on the presentation of proofs of scholarship, character, and age, receive non-professional certificates of the first class.

3. Persons holding certificates of educational value from institutions other than those mentioned may receive such certificates as the Council of Public Instruction may deem them entitled to.

The Academic Certificate.—Preparation for this certificate is given to teachers in the High School standards (Standards VI., VII., and VIII.). The examination comprises the following subjects: Spelling and writing, the English language, rhetoric and composition, poetical literature, history, geography, arithmetic, algebra, geometry, trigonometry, chemistry, botany, and physics.

l. Certificates and Teachers' Examinations in 1898.

(i.) Teachers and Certificates.		
1. Number of teachers employed		483
Increase for the year	26	
2. Number of men employed		232
3. Number of women employed		251
4. Number of first-class teachers: men 74, women 42. Total		116
Increase for the year: men 1; women 9. Total	10	—
5 Number of second-class teachers: men 118; women 153. Total		271
Increase for the year: men 3; women, 23. Total	26	—
6. Number of third-class teachers (including provisional licences): men 40; women 56. Total		96
Decrease for the year: men 7; women, 3 Total	10	

(ii.) Examination of Teachers. (Non-professional.)	
First Class.	
Number examined	12
Number passed	8
Second Class.	
Number examined	58
Number passed	32
Given standing on first-class examination	1
Third Class.	
Number examined	101
Number passed	47
Given standing on second-class examination	15
Number of Certificates granted during 1898 :—	
First Class.—Male 16, Female 1. Total	17
Second Class.—Male 22, Female 26. Total	48
Third Class.—Male 11, Female 32. Total	43
Interim Certificates, to those qualified from other Provinces	136
Provisional Certificates, including temporary licences to substitutes for teachers who were ill, or who were attending Normal School	24
Total	268

(iii.) Normal School.	
Number attending First Class Session	23
,, Second Class Session	35
,, Third Class Session	28
Total	86

IX.—Special Schools.

a. Night Schools.

Trustees of any school district may engage a qualified teacher and make necessary arrangements at the expense of the school district for the maintenance of a night school, *provided* that, if the school is kept open for one month, a fee may be charged of not more than $2 a month for each month or portion of a month that the pupil is in attendance.

b. Kindergartens.

Kindergarten classes may be established in any school in the Territories for the teaching and training of children between the ages of four and six years according to kindergarten methods, and in such schools a fee may be charged, not exceeding $1 a month for each pupil, to cover the cost of maintaining such department.

Recent Reports of the Council of Public Instruction and other official documents relating to education in the North-West Territories can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

APPENDIX A.

EXTRACTS FROM THE "PROGRAMME OF STUDIES."

The following recommendations and rules were made in the "Programme of Studies" issued in 1895, and still in force.

(i.) Drawing.

Drawing is to be taught as an added means of expression. Pupils are to draw in blank books after observing the type solids and objects. (From the Report for 1898): —"Drawing can be taught to all pupils who can learn to write, and it is of use to all. It trains the powers of observation, for the child must observe carefully to represent truly. It gives an added means of expression—clearer perhaps than either speaking or writing. It makes the hand skilful and enables every artisan to construct and read working drawings, and so aids him in his life work. It arouses and makes active the creative ability of the child, and it leads him to see and appreciate the beauty in what surrounds him, and strengthens his desire therefor. Our course is necessarily an elementary one, and prominence is given to objective and industrial drawing. In the study of pictures we have made a beginning."*

Standard I.

Teach the following forms as wholes from type solids and objects:

Sphere and similar forms, natural and artificial, *e.g.*, ball, marble, apple, tomato, cherry, lemon, etc.

Cylinder and smaller forms, natural and artificial, *e.g.*, pencil, bottle spool, pint measure, cup, rope, ladder, mallet, etc.

Cube and similar forms, natural and artificial, *e.g.*, box, chest, basket, inkstand, lumps of sugar, etc.

Teach their parts—surfaces, faces, edges, and corners, and the relation of these parts; compare them.

Illustrative sketching in connection with Nature Study.

Standards II. and III.

The work of Standard I. and the following:

The type solids bisected and studied as new wholes.

Hemisphere and similar forms, natural and artificial, *e.g.*, half an apple, dish, bowl, cap, oil can, etc.

Half Cylinder and similar forms, natural and artificial, *e.g.*, bandbox, coin, etc.

Half Cube, square prism, right angled triangular prism, and similar forms, natural and artificial, *e.g.*, box, trunk, car, roof of a house, etc.

Teach their parts—surfaces, faces, edges, and corners, and the relation of the parts. Compare them.

Teach geometric figures—triangle, square, and rectangle from the solid, Draw objects based on these figures, *e.g.*, pennant, envelope, door, cross, flag, etc.

Illustrative sketching in connection with Nature Study.

Standards IV. and V.

The work of previons standards and forms derived from the type solids by variation.

Spheroid, ellipsoid, ovoid, and similar forms natural and artificial, *e.g.*, lemon, cucumber, watermelon, egg, hops, pear, strawberry, vase, etc.

* See below, *note*.

Cone, circular frustrum, and similar forms, natural and artificial, *e.g.*, carrot, volcano, mountain peak, hour glass, wine glass, etc.

Pyramid, square frustrum and similar forms, natural and artificial, *e.g.*, cupolas, pyramids of Egypt, basket, etc.

Draw, from the solids, the geometric figures, circle, ellipse, and oval; and learn the terms circumference, diameter, radius, arc, centre, focus, axis. Draw objects based on these figures, *e.g.*, target, circular window, hand mirror, eye glasses, horse shoe, padlock, fan, spoon, etc.

Illustrative sketching in connection with other studies.

(ii.) Stimulants and Narcotics, with Special Reference to the Use of Alcohol and Tobacco.

The great purpose is to build up in the mind a theory of self-control and a willingness to abstain from acts that may grow into dangerous habits. The moral and social effects should be made prominent and abstinence be inculcated from higher ends than such as concern only the body. Technicalities and persistent dwelling upon details of disease should be avoided. Special delicacy of treatment is needed in those unfortunate cases in which children find themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or sincerely doubted by high authority, or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, the alcoholic drinks in particular, furnish invincible reasons why people in general should do without them, and young people above all others.

Teach what a stimulant is, what a narcotic is, what each may cause: effects of alcohol on the digestive, circulatory, muscular, and nervous system.

Teach that tobacco contains a poisonous substance called nicotine, that it frequently injures the throat, lungs, heart, and other organs in adults, that it is far more harmful to young and growing persons than to adults, that it is particularly objectionable in the form of a cigarette, that children should avoid it in all its forms, and that the more sparingly grown people use it the better, as a rule, they are off.

(iii.) Manners and Morals.

It is the duty of the teacher to see that the pupil practices those external forms of conduct which express a true sense of the proprieties of life, and that politeness which denotes a genuine respect for the wants and wishes of others. It is his duty to turn the attention of the pupils to the moral quality of their acts and to lead them into a clear understanding and constant practice of every virtue. His own influence and example; the narration of suitable tales to awaken right feeling; the memorising of gems embodying noble sentiments, and maxims and proverbs containing rules of duty; direct instruction, etc., are means to be employed.

Topics: Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self-respect, self-control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy.

From the Report for the year 1898: — "In 'Manners and Morals' our inspectors are informed too frequently that 'incidental instruction is given as occasion demands.' Observation of the behaviour of the children, and examination of what they know about the topics named in the Programme of Studies reveal the effects of this incidental work and emphasise the value, here as elsewhere, of systematic and definite instruction. 'Manners' is a fine art based on imitation, and on a genuine respect for the rights and duties of others. A knowledge of these rights and duties does not come by instinct. It has to be taught. The relations of a pupil to his fellows and to society are not known intuitively. This necessary knowledge must be taught, if moral action is to have a rational basis. Inspectors report that there are schools where the

external forms of conduct are satisfactory, yet the pupils are not honest in their work, given to falsehood rather than confession in cases of clear wrong-doing, and do not appreciate the necessity for respecting and protecting the reputation of others.

"More attention is given to this subject each year, yet progress is slower than it need be. Our teachers are drawn not only from our own schools, but from every province in the Dominion. As a consequence some give this subject due attention, others are content with incidental instruction, too many ignore it, except when a case of discipline forces them to deal with some phase of it. If, as Matthew Arnold has said, 'Conduct is three-fourths of life,' and if school is a preparation for life, surely the subject has a right to a prominent place in the teacher's thought and a definite position in his school work. Those who have made little or no preparation for the systematic presentation of this subject will find White's 'School Management' a very suggestive book."

(iv.) HYGIENE.

Topics: Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear.

(v.) MUSIC.

Standard I.

Singing of rote songs clearly and sweetly. Drill on the scale and intervals. Exercises in time given with the time names and the metronome.

Standard II.

Easy exercises in each of the keys D, A, E, A♭, E♭, B♭, and F. Continued exercises in time, undivided pulsations.

Standard III.

Reading music (alto part). Time work on elementary rhythms, completed and divided pulsations commenced.

Standard V.

Completion of above.

From the Report for 1898.—"In music there is a marked improvement in the quality of the selections used for rote songs. The number of schools giving systematic teaching in singing is greater than at any previous period, but there are many schools where the teachers do not know how to give instruction in this subject. . . .

"The chief hindrances to progress lie in a number of teachers now in the schools who have had no training in these phases of art study, and in the continued admission of teachers from provinces where this work is not done."*

(vi.) PROGRAMME OF STUDIES.

The programme now in force was issued in 1895. It is based on a minimum requirement for each standard. It is prescribed by the Council of Public Instruction as a guide in classifying pupils. It may be modified to meet the needs of special schools, but not without the written consent of an inspector, who shall forthwith report to the Council. The work in each standard includes a review of the essentials in previous standards.

It shall be the duty of each teacher to make a time table, based on this programme, and to present it to the inspector at each visit for his approval and signature.

The following descriptions of the aims in view and the methods in use in the various subjects give some idea of the character of the programme of 1895:—

(a.) *Reading and Literature.*

Silent reading is used to obtain ideas and thoughts through printed or written words—to comprehend the subject matter as a whole and to grasp

* These remarks are applied to drawing as well as to music (see above).

the significance of the parts, as well as to discover and appreciate beauties of thought and expression.

Oral reading is used to express these ideas and thoughts so as to be heard, understood, and felt. It involves systematic training in the principal elements of expression—quality of voice, pitch, force, time, stress, inflection, emphasis, pause.

Supplementary reading is used to furnish additional reading matter ; to provide reading collateral to the studies in nature, geography, history, literature, etc. ; to cultivate a taste for good literature. Its use is optional.

Sight reading in silence is used to give power to glean thought quickly and intelligently from the printed page. It is followed by logical statement, in the pupil's own words, of what he has gleaned.

Selections of poetry and prose inculcating reverence, love of country, love of nature, and admiration of moral courage are to be committed to memory and recited.

(b.) *Orthoepy and Spelling.*

Much attention should be given to accurate pronunciation. Pupils of the third, fourth, and fifth Standards should have constant practice in finding the pronunciation and meaning of words from the dictionary.

Special drills should be given on such words as are in their nature difficult to spell, and such as have been frequently misspelled in compositions. Pupils should not be drilled on the spelling of words which they may seldom or never have occasion to use.

(c.) *Composition.*

(i.) Compositions should consist, almost entirely, of expressions of thoughts evolved in the teaching of such studies as Geography, History, Agriculture, Literature, etc. (ii.) Through progressive exercises both critical and constructive the pupils should be led to discover and apply the leading principles of expression. Only the most important errors should be corrected in any one composition.

(d.) *Grammar.*

Grammar shows the structure of language. By revealing the rules of sentence-building it helps the pupil in using correctly the forms of speech which the necessities of expression require.

Through the logical forms of subject, predicate, and modifier, it reveals the essential nature of thought, and is an aid to the more thorough understanding of reading lessons.

The teaching of formal grammar should be brought into close connection with the work in reading and composition. Routine parsing and minute analysis should be avoided.

(e.) *History.*

Training of the moral judgment, and preparation for intelligent citizenship, are important aims in teaching history. History should be associated with geography and literature—historical poems, etc.

(i.) The *Canadian History* for Standards II. and III. is thus outlined :—

Standard II.—Lives of distinguished men described, *e.g.*, Columbus, the Cabots, Jacques Cartier, Champlain, Bishop Laval, Frontenac, La Salle, Montcalm, Wolfe, Sir Guy Carleton, Lyon Mackenzie, Papineau, Joseph Howe, Alexander Mackenzie, Sir John Macdonald, etc. Discussion of the chief excellences and defects in their characters to teach moral discrimination, and ultimately to derive principles of conduct. Reading and reciting of patriotic poems.

Standard III.—Outline study of leading features, *e.g.* Discovery ; exploration ; struggle between the French and English Colonists ; Treaty of Paris ; Quebec Act ; Constitutional Act ; War of 1812 ; Rebellion of 1837 ; Union Act ; Clergy Reserves ; Land Tenures — Feudal, Freehold, Leasehold, Seignorial ; Reciprocity Treaty ; British North America Act etc.

(ii.) *English History for Standard IV.*—Outline study of each people or period to exhibit its chief characteristics, *e.g.*: Saxons — a farmer people; brought with them the germs of our political institutions—a limited monarchy, parliament, courts of justice, personal holdings of land; gave us the body of our English tongue; became Christian from choice. The presentation of this outline is to be oral. Supplementary reading in history should be encouraged.

English History for Standard V.—The text book studied as a review and expansion of the topics discussed in previous standards. Grouping of the essential facts in each period under topics indicating phases of progress, *e.g.* Political, industrial, intellectual, æsthetic, religious—to show the growth of the nation.

(iii.) *Canadian History for Standard V.*—An intelligent comprehension of the prescribed text; comparison of constitutional struggles in Canada with corresponding ones in England; outline study of how we are governed —parliamentary, judicial, municipal, and school systems; our civic duties —voting, office-holding, tax-paying, support of law, etc.

(f) *Geography.*

Standard I.—Direction.—Position of the sun in the morning at noon, in the evening; cardinal points of the compass; position of important places and objects by pointing with the hand and naming the direction.

Water.—Observation of forms of water such as clouds, fog, mist, rain, dew, frost, snow, and ice, as they occur, to find the more obvious qualities and uses of each.

Winds.—Recognition of calm, breeze, gale.

Standard II.—Direction.—Semi-cardinal points of the compass; observation of the direction of winds bringing heat, cold, rain, snow, moisture, dryness.

Land.—Hills, mountains—direction and nature of their slopes; plain, valley, prairie; cape, peninsula, isthmus, island; relation of these bodies to one another; their uses. (Teacher's reference: "How to study Geography," pp. 145-159.)

Water.—Fuller study of clouds, fog; mist, rain, dew; snow, ice, hail; as to uses and effects of each. Effects of sun and wind on these.

Spring, brook, river—source, banks, branches, mouth—lake; bay, sea, strait; relation of these bodies to one another; their uses.

Winds. — Calm, breeze, gale, storm, hurricane; effects on land and sea, on plants, animals, people, vessels.

Maps.—Construction of maps of school room, school grounds, neighbourhood; map representation of geographical objects studied.

The World as a Whole.—Outline study of its form, rotation, axis, poles equator, hemispheres; hot, temperate, and cold parts.

Continents.—Their relative positions and sizes; characteristic animals and plants in each; occupations, habits, dress, and modes of life of the leading peoples in each.

Oceans.- Their relative positions and sizes; some characteristics of each.

Standard IV.—Dominion of Canada studied as a review (with additions) of a section of the continent of North America. Same topic as for continent study. (Teacher's reference: "The Geography of the British Colonies," by Dawson and Sutherland.)

South America.—Outline study, comparing its structure, drainage, coast line, climate, and productive regions with those of North America. Political divisions—mainly Brazil, the Argentine Republic and Chili. (Teacher's

reference : " How to study Geography," pp. 218-224. The "Geographical Reader.")

Eurasia. (Europe and Asia).—General structure of Eurasia compared with that of North America and that of South America. (Teacher's reference : " How to study Geography," pp. 224-263.)

Europe. Under the same topics as North America. Comparisons.

Asia. Only a very general study of climate, natural productions, productive regions, trade routes, cities. Political divisions—mainly India, Japan, and China. Comparisons.

(*g.*) *Arithmetic.*

Every new thought process in this subject should be developed objectively. Principles and rules should be arrived at inductively. Accuracy and rapidity in the simple fundamental processes are important.

(*h.*) *Nature Study and Agriculture.*

(Teacher's reference books : Newell's "From Seed to Leaf," Goodale's "Concerning a Few Common Plants," Grant Allen's "The Story of the Plants.")

To interest pupils in Nature, to train them in habits of careful observation and clear expression, and to lead them to acquire useful knowledge are important aims in teaching this subject.

The pupil must study the plant, the animal, and the soil rather than book descriptions of them. He may consult books after he has made his observations. The study of plant life should be emphasised in spring, though not restricted to that season.

This study should be connected with language, drawing, and geography.

Standard IV.—Plants.—Their food—its sources, how taken up, how assimilated : their reproduction, propagation ; dissemination of seeds.

Weeds.—Bindweed or wild buckwheat, tumble-weed, hedge mustard, stink-weed, Russian thistle ; methods of destroying.

Soils.—Preparation of, for seed.

Animals.—Feeding, care and management of horses, cattle, sheep, and swine.

Insects.—Growth, classification, remedies.

Standard V.—Tillage.—Drainage, fertilisers, subsoiling.

Crops.—Their growth, management, rotation ; diseases, remedies ; soiling crops.

Animals.—Principles of feeding ; dairying.

APPENDIX B.

EXTRACTS FROM THE REPORT FOR 1898.

(i.) Agriculture.

The instruction in agriculture given in the schools does not teach the pupil the art of growing different grains, but it does teach him how a grain of wheat or barley or a pea germinates, gets needful air and warmth, obtains nourishment from the soil, and how tillage is related to deep-feeding or shallow-feeding grains. It does attempt to teach pupils the principles upon which sound agricultural practice is based, and it is accomplishing its task year by year with increasing success.

The reports of inspectors confirm the statements of our best teachers that where this subject has received its due share of attention its right to a prominent place on our curriculum is undoubted, whether judged by its disciplinary effect or its practical value. That it has been taught badly by some teachers and neglected by others during the six years it has been a compulsory subject on our curriculum is admitted, but there

are few subjects that have not suffered similarly. The teaching of it has been opposed by some who think of agriculture only as an art, tolerated by others who consider it a concession to an important element of our population that may not be ignored with safety, and warmly supported by many who see in it not only a useful subject of study, but also a means of increasing an intelligent sympathetic interest in agricultural problems and adding value and dignity to farm life.

In the examination of Public School leaving candidates and candidates for teachers' non-professional and professional certificates agriculture continues to be a compulsory subject. The course in the elementary schools deals in outline with soils—their formation, composition, classification, and preparation for seeding; with drainage, sub-soiling, and fertilising. It deals with plants—their food supply and modes of propagation; weeds—their causes and remedies; trees—their cultivation for shade, ornament, and protection. It deals with animals—the feeding, care, and management of horses, cattle, sheep, and swine. In the High School standards this course is reviewed and expanded, and the principles re-studied with the aid afforded by the pupil's knowledge of physics, which helps to explain "the influences of light and heat, and the movements of fluids in soil, plant, and animal, and the forces concerned in every machine and appliance"; of chemistry, which throws light upon life processes of plants and animals and the fertilisation of soils; of botany, which is systematised plant-knowledge; of physical geography, which shows how soil conditions the growth and habitat of plant and animal.

In the Normal School the course is again reviewed from the standpoint of method and the student's knowledge widened by the reading of reports of experimental stations, bulletins, and monographs. It is recognised that in the elementary classes the pupils can know practically nothing in a scientific way of physics, chemistry, and botany, and that accordingly principles must be illustrated in a non-technical way with the materials available in the environment of the ordinary rural school. The Normal School trains intending teachers to do this.

The school districts of Lacombe and St. Albert have large gardens in which the children assist in the preparation of the soil and the planting and care of flowers, vegetables, root crops, and trees; keep observations of their growth, and in a simple way combine the study of principles with practice. The effectiveness of the instruction is greatly aided by its concreteness.

Many teachers illustrate their lessons by references to farming operations in progress at the time in the neighbourhood, and require pupils to report the results of their observations of these; but the work would be more systematic and effective if school grounds were fenced and small plots in them set apart for purposes of demonstration

(ii.) Domestic Economy and Hygiene.

The importance of keeping the school curriculum in touch with th practical interests of life is, in theory at least, admitted by all. The general arguments that can be advanced in support of the teaching of the principles of agriculture to boys can to a still greater degree be applied to the teaching of the principles of domestic economy and hygiene to girls. When school life ends there is a home life to be lived; and no woman can afford to be ignorant of the general principles that underlie the sanitation of the home, the selection and preparation of foods, the laws of health, and the treatment of common accidents and ailments. The State which compels instruction to be given in reading, writing, and the elementary studies on account of their effect on the intelligence of the individual and on the civic and industrial welfare of its people, should take the next logical step and make compulsory a knowledge of the principles of sanitation and housewifery on which, to so great an extent, the health and happiness of its citizens depend. The economic value of such instruction is evident.

The girl, in after life, will have occasion to use this knowledge hundreds

of times for the once she will have to use her knowledge of much of the geography, history, arithmetic, and algebra she has learned. It can be presented in such a way as to lead her to observe carefully, infer cautiously, judge accurately, and so benefit intellectually by the discipline afforded. It will increase her practical power. It will, through a knowledge of underlying principles, tend to convert what is too often in the home an unintelligent drudgery into an interesting and even attractive service. It will dignify housecraft and add to the health, comfort, and happiness of the family.

There is no institution in the State other than the school that can undertake this work. A series of lessons may be given that will illuminate and systematise the knowledge that the girls may have acquired in a practical way at home, and that will lead them to continue reading and reflecting after their school course ends. There are inexpensive text books containing much of this information. In the Normal Schools, where teachers can be prepared to present this subject as intelligently as any other, there can be given, in addition, the results of experiments on human foods and the rational feeding of man as recorded in the bulletins of experimental stations.

The practice of domestic economy cannot be taught now in our schools, but its principles can. We cannot, for example, bring the kitchen range into the school yet, but we can make clear to girls the food value and digestibility of the potato, and how this food value may be wasted when the potato is boiled in certain ways. From similar examples we can deduce a principle in cooking that will give intelligent direction to practice in the home.

(iii.) Equipment.

Progress in equipment is slow but steady. Better desks and an increasing number of single desks, better and larger blackboards, more globes and maps, more reference and reading books are reported. Some trustees have been more liberal than wise in their expenditure for equipment. In one part of the Territories a shrewd agent disposed of a number of quite expensive but rather useless geography charts which the Council had refused to authorise. Half this money expended on suitable reference books in geography would have been of much greater service. In rural districts, to the minimum requirements of a dictionary, a numeral frame or its equivalent, a set of weights and measures, a globe, and maps of the world and the Dominion of Canada, a number of schools have added sets of supplementary readers in literature, history, geography, and nature study, and have begun to form school libraries.

Some departmental aid and direction should be given to the establishment of libraries in every district. It is unnecessary to urge the stimulating effect of these on pupils and parents. They supply the best reading for the largest number at the smallest cost. Through their books on literature, history, science, and art they aid the teacher in his daily task, and continue his work after his pupils have ceased to attend school. Progress, so far, is due mainly to the teachers who secure funds for the maintenance and extension of libraries through entertainments and subscriptions. In comparatively few schools have trustees voted money for this purpose.

(iv.) Buildings.

In the erection of new buildings greater care is given to sanitary conditions than formerly. Letters come to the Department asking for plans showing the best devices for heating, lighting, and ventilation. If there were prepared several plans of buildings suitable for rural and smaller urban schools where the services of a school architect are not easily obtained, trustees would use them to the manifest advantage of health, education, and architecture.

Inquiries are frequently made as to the methods of improving the inadequate ventilation of rural school buildings erected years ago. As these buildings are generally heated by stoves, a plan is recommended by which the foul air is drawn off at the floor by a flue at each side of the room

at the back of the seats. These two flues are carried up along the wall to the height of the stove pipe, and then taken horizontally across to a half-drum partitioned at the end which rests upon the stove pipe for six to twelve feet of its length. From this drum the air is conducted up through the ceiling and roof by a vertical flue.

The total capacity of these flues should be not less than 2½ square inches for each pupil. They are provided with slides at the floor, to be closed in the evening, so that, by opening the side-slides in the jacket, exclusively internal circulation is secured.

Another slide at the ceiling, pulled down to open and pulled up to close by a couple of light chains, opens to cool the room when it becomes too warm, and is left open in the hot weather in summer.

("The plan described is applicable to new or old buildings, is economical in its use, and has been installed with slight modifications to suit special circumstances in a number of schools at a cost varying from 25dols. to 45dols. The stove commonly used here in schools is a heavy oblong box, but the description is modified to suit other forms.—A tight-fitting 24-gauge galvanised iron jacket is constructed over the rear half of the stove. The fresh air is brought in by a pipe of 144 to 200 square inches, in cross section (or through a duct made by 'under-flooring' two of the joists) under the floor from openings, covered with heavy screens in the outside wall, to an opening under the stove (jacketed part). If the duct is carried through from side to side of the building, it should be partitioned in the middle under the stove so that the air shall come into the room instead of blowing directly through the duct.—The slide under the stove is closed when the schoolroom is not occupied, and at such times two slides in the sides of the casing are opened so that the air of the room circulates through the casing.—The jacket being on the rear half of the stove (which should be placed as near the door as possible) serves as a screen from excessive radiation for those seated near the stove. The other half of the stove being uncovered affords considerable radiant heat, which is a valuable means of quickly warming children coming in cold in the morning. The stoves are commonly from 36 to 50 inches long.")

In some of our "colonies" certain influences have been brought to bear upon the people to induce them to erect churches, and use them or parts of them for school purposes. Recently it has become evident that there is a growing determination on the part of a number of these people to erect school buildings first and use them for church services until they are able to erect churches.

In outlying districts there are still some log buildings open to the rafters, "chinked" with clay, and banked with manure, which is not always removed in the early spring. Dirty within and cheerless without, their effect upon the children is bad. Too frequently it is negligence, not poverty, that is the cause; and the inspector finds ample scope for missionary work in his visits to the trustees. There are still some villages and towns where the janitor thinks he has done his duty when he scrubs the floor and dusts the walls once in three to six months. There are trustees who deem it a sufficient reply to an inspector's complaint of lack of cleanliness at his spring visit to assure the department that their "schools were cleaned thoroughly last midsummer!" But there are also schools, and an increasing number of them, where cleanliness reigns; and flowers in the windows and pictures on the walls give a happy home-like look to the rooms where the child spends so many of his formative hours.

APPENDIX C.

EXTRACTS FROM PAPERS SET IN THE PROFESSIONAL EXAMINATION FOR TEACHERS IN 1898.

NOTE.—*It should be remembered that candidates for any certificate of whatever grade must obtain 34 per cent. on each subject and 50 per cent. on the total number of marks.*

(i.) CANDIDATES FOR TEACHERS' FIRST-CLASS CERTIFICATE, 1898.

(*a.*) *The Philosophy of Education.*

1. Explain the following views of education and show how the acceptance of either will affect the teacher's work ; (*a*) The soul is a self-active power appropriating from its surroundings what is useful for its development. (*b*) The soul is the resultant of the manifold forces of its environment.

2. Give arguments for and against making the curriculum from the utilitarian standpoint ; from the disciplinary standpoint ; from the standpoint of the civilisation into which the child is born.

3. From the standpoints of nutrition, training, and discipline compare mathematics, natural science, and literature.

4. Describe the work of the school in preparing pupils for citizenship.

5. Discuss the duty of the school towards the moral and æsthetic life of its pupils.

6. Describe, after Rosenkranz, the relation of the state and the church to the school.

7. Describe the dialectic method : show its relation to the principle of self-activity and make clear the educational value of this principle.

8. Compare oral instruction with instruction through books.

9. Write a note on habit in its relations to education.

(*b.*) *Organisation, Management, and Law.*

1. Give reasons for or against a double basis of classification.

2. State the conditions under which you would promote a pupil who had not covered the prescribed work of his class.

3. What do you consider the work of the principal of a school in the classification, promotion, attendance, and government of pupils ?

4. State and criticise the doctrine of the discipline of consequences.

5. How does the obedience yielded by a child in school differ from the obedience of an adult to the obligations imposed by a "sense of duty," and how can the one be developed into the other ?

6. Compare the good and evil effects of competitions for prizes or scholarships, with regard to their influence upon health, temper, and the true ends of education.

7. Discuss the use and abuse of home work.

8. State the teacher's legal duties with regard to contagious diseases, public examinations, and returns to the Council of Public Instruction.

(*c.*) *History of Education.*

1. Show how the Roman national ideals conditioned their educational ideals.

2. Describe chivalric education, showing its relation to humanistic education.

3. Write a note on Rousseau, describing his influence and criticising his educational theories.

4. Describe the chief characteristics of the methods of Froebel, and show how they affect the schools of to-day.

(*d.*) *Elementary Science.*

1. Discuss the aims and methods of Nature Study.
2. "Nature Study will not succeed unless it is co-ordinated with other studies." Explain.
3. Make a lesson plan on the duck—its adaptation to its mode of life. Make illustrative drawing to accompany the lesson.
4. Make a lesson plan to show whether a cucumber is a botanical fruit.
5. Compare the germination of a bean and a grain of corn. From the manner of growth infer soils suitable for each.
6. From the standpoint of "exhaustion of soils" compare cereals with forage crops.
7. How would you lead a class to see the value of under-draining and summer-fallowing in "restoration of soils"?
8. Discuss the value of laboratory work in the study of plants and animals.

(ii.) Paper set to Candidates for First and Second Class Certificates.

Form Study and Drawing.

1. Outline a course of study for the first term in a rural school, stating what differences you would make between senior and junior work.
2. Make a shaded drawing of any three type solids pleasantly grouped.
3. Illustrate simply:—

(*a*) "A peninsula is a body of land almost surrounded by water."

(*b*) "On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And thro' the field the road runs by
To many-tower'd Camelot;'

(*c*) The germination of a Bean.

4. Give a lesson plan for the presentation of the new type, cylinder, to a class that has already had sphere and cube.
5. A group suggesting lemonade would be:—Lemon, loaf-sugar, glass spoon. Sketch in outline the type forms on which these objects are based.
6. The square prism is placed with the long edges horizonal:—Draw front, top, and right end views.
7. Draw a group of objects—two or three—suggesting to a boy an afternoon's sport.

(iii.) Candidates for Second-Class Certificates.

(*a.*) *Psychology.*

1. Distinguish between voluntary and involuntary attention. Describe the conditions under which the powers of fixing and concentrating the attention of scholars may best be strengthened.
2. Give a brief account of the mental process by which we see and recognise a familiar object, say, our hat among other hats in a rack, bringing out more particularly the parts played by discrimination and assimilation.
3. Show how a habit of close observation of the distinctive characteristics of objects may best be cultivated in children.
4. Give a full analysis of the process of learning by heart a stanza of poetry.
5. Take any fact, not directly presentable to the senses, such as a historical event, and explain fully the process which the child's mind goes through in grasping the fact.
6. Explain the steps by which a concept is formed. How far does the choice of examples by a teacher assist the pupils in forming distinct and accurate concepts?
7. Distinguish between inductive and deductive reasoning; and illustrate the place of each in school work.
8. Indicate ways in which the teacher may stimulate feeling judiciously.
9. How may the training of the will be both directly and indirectly developed at school? Give examples.

(*b.*) *History of Education.*

1. Describe Athenian Education under the following heads: Its general aim, persons educated, subjects taught, proposed effects of musical training, of gymnastic training, points worthy of imitation in methods of teaching.

2. Describe Ascham's methods of teaching; and show how they may be applied in the teaching of any English poem.

3. Describe Rousseau's ideal scheme of education. Criticise it. Account for its influence.

4. Write a note on Froebel describing the principles he advocated and outlining his modes of teaching in accordance therewith.

(*c.*) *Algebra and Geometry.*

1. State somewhat fully the different aims to be accomplished in teaching Algebra to pupils in Standard V.

2. (*a*) Illustrate to these pupils the uses of the symbols *plus* and *minus*.
(*b*) Illustrate a method of leading pupils to discover the Commutative Law for multiplication.

. . . . . .

5. Show inductively and then deductively, how you will lead a pupil to see that if two triangles have their bases and base angles equal each to each, the triangles will coincide.

6. Show how you will lead a pupil to the solution of: "In a given time find a point such that lines drawn from it to two other points on the same side of the given line shall make equal angles with it."

(*d.*) *Arithmetic and Mensuration.*

1. "The educational value of arithmetic is thus indicated both as concerns its psychological side and its objective practical uses in correlating man with the world of nature."—Explain.

2. Write a series of questions to test the child's knowledge of the number *twelve*.

3. Make and explain diagrams to illustrate $\frac{1}{2}(\frac{1}{3}-\frac{1}{4})=\frac{1}{24}$.

4. Show how you would teach the solution of the following problem to a class unable to solve it: "A labourer in one week dug 5 rods more than half the length of a ditch, and the next week he dug the remaining 20 rods; how long was the ditch?"

5. Assuming that a class is prepared to begin the subject of commission, teach the first lesson, stating definitely the nature of the problems and explanations you would give.

6. Illustrate a method of discovering the surface area of a cylinder. Note specially the parts where you would expect a class to have difficulties. Find the area of a cylinder whose diameter is 7 inches and height 15 inches.

7. Illustrate a method of discovering the volume of a pyramid.

8. At $2.64 per cubic foot, find the cost of digging a ditch $\frac{1}{4}$ mile long, 23 feet wide at the top, 5 feet wide at the bottom, and 12 feet deep, the sides sloping equally. Write what you consider a proper solution of this.

(*e.*) *Geography and History.*

1. State the respective uses of the ordinary map, relief map, and globe in teaching geography to pupils in Standard III.

2. Outline a lesson on the formation and uses of rivers, to pupils in Standard III.

3. Outline a lesson on the industries of the North-West Territories, the rainfall of British Columbia, or the noted trade routes of Canada, to pupils in Standard IV.

4. From the continent of North America illustrate how geography and history may be taught so as to mutually assist each other.

5. Describe somewhat fully the educational values of history.

6. Write notes of lessons on any two of the following: Feudal System, Great Charter, Spanish Armada, Wellington, Corn Laws, Laval, Reciprocity Treaty (1854). State the purposes of each lesson.

(iv.) Candidates for Third Class Certificates.

(*a*) *Organisation, Management, and Law.*

1. Describe practical methods of lighting and ventilating school buildings.

2 What considerations determine the classification of a new pupil?

3. State the uses of a time-table, and the principles that should govern its construction.

4. If you found your class getting listless and sleepy, what causes would you suppose to be at work, and what would be your remedies?

5. How should (*a*) want of punctuality, (*b*) copying, and (*c*) impudence be treated?

6. Outline a lesson for pupils in Standard II. on truth-telling.

7. Give your opinion as to the value of rewards and punishments; and state the principle on which they ought to be administered.

8. State the duties of teachers (as defined by the School Ordinance) with reference to promotions, official returns, contagious diseases, and religious instruction.

(*b*) *Reading, Spelling, and Writing.*

1. State the advantages and disadvantages of teaching elementary reading by the word (Look-and-Say) method.

2. State the uses and limits of simultaneous reading and pattern-reading in the first three Standards.

3. What is meant by distinct articulation in reading: Name any words which present special difficulty to learners; and mention any form of exercise that is most useful in correcting faulty articulation.

. . . . . .

6. State the uses of word-building. With any two of the following words illustrate a method of teaching word-building: Forbidden, peaceful, baker, foretell.

7. Write in vertical style six capital letters so as to show the proper forms and proportions of their parts.

8. Describe the best way of conducting a class lesson in writing.

(*c*) *Grammar and Composition.*

1. State somewhat fully the value of grammar as a subject of instruction below the High School.

2. Give notes of a lesson on any one of the following? Relative pronoun, indirect object, adverbial clause, "the verb agrees with its subject in number." Show which of the values referred to in the first question your lesson illustrates.

3. Show how you would lead a pupil in Standard V. to analyse:—

> You asked me why, tho' ill at ease,
> Within this region I subsist,
> Whose spirits falter in the mist,
> And languish for the purple seas.

What use to the pupil should such an exercise be?

4. Show how you will prepare pupils in Standard II. to write a composition on Wolfe, the uses of clouds, the pumpkin, the Eskimo, or the hen.

5. After pupils have reproduced in writing an historical tale, outline a method of revising the exercise.

6. Show how you will prepare pupils to correct the error of sentence-structure in "This great and good man died on September 17th, leaving behind him the memory of many noble actions and a numerous family, of whom three were sons."

(*d*) *Elementary Science.*

1. Make a lesson plan for Standard IV. pupils on the dissemination of seeds. Show how the lesson illustrates the leading aims in nature study.

2. Outline a lesson plan on the hawk—the adaptation of its structure to its mode of life. Make illustrative drawings to accompany the lesson.

3. Give notes of a lesson on the composition of soils, or on the drainage of soils, to pupils in Standard III.

4. How will you lead pupils to account for the difference in modes of cultivating soils for beets and for oats ?

5. Give notes of a lesson on how to disinfect a room in which a patient has had measles, or on how to recover a person apparently drowned.

6. Give notes of a lesson to boys on smoking cigarettes.

7. Mention precautions that a teacher should take to preserve the eyesight of his pupils.

(*e.*) *Geography and History.*

1. What are the respective uses of the ordinary map, relief map, and globe in teaching geography ?

2. Outline a lesson plan for any two of the following : Cape, uses of mountains, formation of rivers, climate as affected by prevailing winds and rainfall.

3. Make notes for a lesson on any one of the following : The mining districts in the North-West Territories, the exports of British Columbia, the commercial centres of the Dominion with their trade routes, the drainage of Asia, the products of the Argentine Republic.

4. Give two illustrations of how the geography of a country has affected its history.

5. Make a lesson plan for teaching the life of Champlain, Lyon McKenzie, Sir John Macdonald, Cardinal Wolsey, or Nelson. Show that your plan illustrates one or more of the aims you have in view in teaching history.

6. Write notes of a lesson on any one of the following : Magna Carta, Quebec Act, Canadian Rebellion of 1837, Reciprocity Treaty, 1854. State the purposes of the lesson.

THE SYSTEM OF EDUCATION IN THE PROVINCE OF BRITISH COLUMBIA.

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THE SYSTEM OF EDUCATION IN THE PROVINCE OF BRITISH COLUMBIA.

Compiled from the "Manual of School Law," the Superintendent's Annual "Public Schools Reports" from 1893 *to* 1898 *and official statistics for* 1899.

Introductory.

The portion of the Province of British Columbia that was earliest connected directly with the Crown was Vancouver Island, which was "discovered" in 1762, and leased to the Hudson Bay Company in 1843. It became a Crown Colony in 1849. British Columbia, that is to say the territory between the Rocky Mountains and the Pacific Coast, bounded on the north by the 60th parallel, and on the south by what was until recently the United States territory of Washington and is now Washington State, was constituted a Crown Colony some ten years later than Vancouver Island, in 1858. A large immigration into this territory had then just taken place, owing to the recent discovery of gold. In 1866 the Crown Colonies of British Columbia and Vancouver Island were united, and in July 1871 British Columbia entered the Canadian Confederation. The Province is now represented in the Dominion Parliament by three members in the Senate and six members in the House of Commons.

The Provincial Government is administered by a Lieutenant-Governor, appointed by the Governor-General of the Dominion, and holding office during his pleasure, though not removable within five years of appointment. There is also a Legislative Assembly for the Province, consisting of thirty-three members. The Assembly is elected for four years by what is practically a manhood suffrage.

The average breadth of the country on the mainland from the Rocky Mountains to the Pacific Coast is about 450 miles and the length of coast-line is 550 miles. The total area of the Province, including Vancouver and Queen Charlotte Islands, is about 383,000 square miles. The population in 1891 was estimated at 98,173, but it has probably increased of late years at a higher rate than it did previous to 1891. The population was estimated at 36,240 in 1871, and at 49,450 in 1881. It may, therefore, be conjectured that the population is by this time (1900) about 140,000. Of these it may be reckoned that quite 25,000 are Indians and about 7,000 Chinese, thus leaving the European population at rather over 100,000.

There is naturally much diversity of climate within the Province, a factor that should be taken into account in

any estimate of the educational conditions prevailing within its borders. Only in the North-East is there any considerable tract of land on the eastern slope of the Rockies, so that, speaking generally, the climate of the coast-line west of the Cascade Range is that of what is known as the Pacific Slope, common to the States of Oregon and Washington in the Union, although it is naturally milder there than in British Columbia. The trade of the Province has developed rapidly. The coal-mining industry centres in Nanaimo, a city of about 10,000 inhabitants, in Vancouver Island. There is also, of course, a great wealth of gold, and within the last five years in the Kootenay District, the South-Eastern corner of the Province very rich deposits have been found. The lumber trade is very large.

The educational system of British Columbia dates from 1872, the year after its incorporation in the Canadian Confederation. The main provisions of this Act remain in force to this day, although many amendments of detail have been made from time to time. Education, by the Act of 1872, took the character known as the free common-school type. The main outlines of the system will be sketched below. In the meantime some kind of summary and estimate may be attempted.

Perhaps the most distinctive part of the system is the distinction, a very important and real distinction, between the Local Authorities of Cities and Rural Districts. This distinction will not be found in the system of the North-West Territories described in this volume. It is due, one may suppose, to the great importance from the earliest times of the Province of the cities of Vancouver and Victoria. These, together with New Westminster, near Victoria, and Nanaimo, near Vancouver, are the only cities that have the distinctive organisation of the "City School District."

As will be seen below, the control exercised by the voters over the management of the common schools of any School District is intimate if indirect. Their approval or disapproval of the general conduct of the affairs of the school or schools in their District is expressed once a year at the Annual School Meeting, when a new Trustee is elected to serve on the Board of Trustees. This is equally true of the City and of the Rural School Districts.

Schools are maintained chiefly by legislative grants. In the four City School Districts the legislative grant, a *per capita* grant of $10 based on the average daily attendence of pupils, is supplemented by an apportionment from the Treasury of the Municipal Corporation. The Board of Trustees of any School District have power to raise money by Debenture.

Teachers are paid directly by the Government on a uniform scale proportionate to the grade or class of certificate obtained and the length of service as teacher. The statistics in regard to teachers on the permanent staff for 1897-8 show a considerable preponderance of women over men in City School Districts, and a narrow majority in Rural School Districts.

The Province is especially rich in its High Schools, of which there are four; and local experts feel that the principal defect of its educational system is its lack of a Normal School, and indeed of any attempt at the professional training of teachers, if we except the voluntary effort of teachers that takes the form of the Teachers' Institutes. Full details in regard to the High Schools will be given below, and some remarks in regard to the need of a Normal School will be quoted from successive Annual Reports.

There is no University in the Province, but this defect (which, one may suppose, has only recently been felt) will probably be remedied before long. In the meanwhile a most interesting experiment has been made, by which any High School may become a "Collegiate Institute" and enter into an affiliation with some Canadian University. This has already been done in the case of the High School at Vancouver, now the "Vancouver College." It depends upon the Board of Trustees of any School District in which a High School is situated, whether or no they shall constitute themselves as (for the purpose of management of the High School) a "Collegiate Institute Board."

Certain Crown lands are set apart in a large number of the School Districts as School Reserves. These have been conveyed to the corporations of certain cities in trust for school purposes.

British Columbia contrasts favourably with its neighbour, the North-West Territories, in the matter of High Schools, there being only a device in the Territories by which the sixth, seventh, and eighth standards of common schools are called "High School Standards," and have a special curriculum taught by specially qualified teachers. But the North-West Territories have a Normal School at Regina, and it is in this respect that British Columbia is behindhand.

Since 1897 candidates for teachers' certificates of all grades, and applicants for admission to High Schools, have been required to take an examination in agriculture. Among other optional or "specific" subjects, "Temperance," as distinct from Hygiene and Physiology, can be made a compulsory part of the school curriculum by any Board of Trustees that so chooses. Physiology, Hygiene, and Agriculture are compulsory subjects in all graded and common schools, but there seems to be no special provision for the teaching of domestic economy; nor do manual or "hand and eye" training, drill, and physical exercises play, as yet, an important *rôle* in the common school education.

It will be observed that in what follows no mention is made of any existing Normal School or of a University or of Technical and Industrial Schools, all of which would be generally regarded as necessary and desirable features of a public system of education. A perusal of the official documents shows that these important questions have already begun to engage the anxious attention of the educational authorities of the Province.

The report for the school year 1895–6 contains certain comparisons between the then state of educational progress and the conditions of the year 1872, when the "Public School Act" first came into force.

During these twenty-five years the number of schools had increased to nine times, and the number of enrolment to nearly fourteen times the corresponding figures for 1872:—

1872.	25 schools	-	1,028 pupils enrolled.
1882.	50 „	-	2,653 „ „
1892.	154 „	-	10,773 „ „
1896.	233 „	over	14,000 „ „

[In 1899 there were 280 schools and 17,648 pupils enrolled.]

During nearly twenty-five years, from April 11, 1872, to December, 1896, the total expenditure from the Provincial Treasury for "education proper" was $2,146,114; the expenditure by the Lands and Works Department for construction of school-houses, furniture, repairs, etc., was $402,479, making the total outlay for all purposes of education $2,548,593. It is obvious that the Public School system at once took root in the Province, supplied existing needs from the first, raised the standard of educational requirement, and, generally, kept pace with the growth and development of the Province, whether in population, wealth, or importance.

I.—Central Administration.

Council of Public Instruction.

Central Authority.—(i.) The members of the Executive Council of the Province of British Columbia constitute, by the law of 1891, a "*Council of Public Instruction.*"

It is, however, the Lieutenant-Governor in Council who appoints the Superintendent of Education for the Province. It is not stated in the "Manual of School Law" for what period the Superintendent, thus appointed, holds office, from which it may perhaps be concluded that he holds office at the pleasure of the Lieutenant-Governor, as modified by the relations existing between the Council of Public Instruction (*i.e.*, the Executive Council) and the Superintendent, who is their Secretary.

Its Powers.

(ii.) The powers of the Council of Public Instruction may be summarised as follows:—

(1) To create school districts (see below), in addition to those already existing, and to define the boundaries thereof, and from time to time to alter the boundaries of existing school districts.

(2) To set apart in each school district such a quantity of the waste lands of the Crown as, in their opinion, may be necessary for school purposes in that district.

(3) To grant, on the application of the school trustees of any school district, such sum of money as may be required to pay the salary of the teacher in that district; and in rural school districts to defray the cost of erecting a school-house, or providing a house or room in which the public school of the district may be held, as also the cost of all furniture and apparatus necessary for the use of any such school, and the current expenses connected with it.

(4) To grant such sum as shall be thought proper in aid of the establishment of a school in any part of the Province, not being a school district. (For restrictions see below).

(5) To appoint two or more Examiners, who, together with the Superintendent of Education, shall constitute a Board of Examiners, and shall examine teachers and grant certificates of qualification.

(6) To appoint one or more Inspectors to visit the public schools, and to require such Inspectors to enquire and report to the Superintendent of Education the result of their enquiries, into the progress and attendance of pupils, the discipline and management of the school, the system of education pursued, the mode of keeping the school registers, the condition of the buildings and premises, and such other matters as they may deem advisable in the furtherance of the interests of the schools.

(7) To make rules and regulations for the conduct of the public schools, to prescribe the duties of teachers, and to determine their classification.

(8) To determine the subjects and percentages of marks in the subjects required for all classes and grades of certificates of teachers, as well as to make and prescribe rules for the governance of candidates for certificates of qualification as teachers (*i.e.* without examination)

(9) To select and prescribe a uniform series of text-books to be used in the public schools of the Province, as well as the courses and standards of instruction and study for schools.

(10) To suspend or cancel for cause the certificate of qualification of any teacher.

(11) To establish a High School in any district where it may be expedient to do so. In such schools the higher branches of instruction are to be taught; and every such High School shall be under the control of the Local Board of Trustees of the district. It is provided, however, that no High School shall be established in any school district in which there are less than twenty persons duly qualified and available to be admitted as High School pupils.

(12) To determine all cases of appeal arising from decisions of trustees.

(13) To make any other necessary provisions that are not inconsistent with the powers above detailed.

(14) To establish a Normal School, with model departments, and to make regulations for its conduct and management.

(iii.) Of these fourteen defined powers, three are subject to the approval and sanction of the Lieutenant-Governor in Council, viz., (3), (4), and (10). Grants for teachers' salaries in any school district, and for the erection and proper maintenance of school-houses in rural school districts, grants in aid of the establishment of new schools outside school districts, and the cancellation of teachers' certificates are thus made subject to the approval of

Special Provisions.

the Lieutenant-Governor. Besides these restrictions there are other more detailed provisions.

A special proviso is made restricting the power of the Council of Public Instruction to create new school districts. No district can be formed in which there are not at least fifteen children of school age, *i.e.*, between six and sixteen years of age. (See above.)

Similarly the Council's power to grant sums in aid of the establishment of a school outside existing school districts is restricted to localities in which there are not less than seven nor more than fourteen children of school age. And such grants in aid can only be given upon the application of a majority of the parents resident in that part of the Province. (See above.)

Superintendent of Education.

(iv.) The duties of the *Superintendent of Education* are as follows :—

(1) To take charge of and safely keep all apparatus that may be procured for school purposes, and to furnish, at his discretion, on the application of the trustees of any district, such apparatus as may be required for the schools in such district.

(2) To establish a separate school for girls in any district where he may deem it expedient to do so; and the school, when so established, may be presided over by a female teacher or teachers, but otherwise shall be subject to the same obligations and regulations as ordinary public schools.

(3) To examine and enquire into, from time to time, the progress of the pupils in learning, the order and discipline observed, the system of instruction pursued, the mode of keeping the school registers, the average attendance of pupils, the character and condition of the buildings and premises, and to give such directions as he may judge proper.

(4) To do all in his power to persuade and animate parents, guardians, trustees, and teachers to improve the character and efficiency of the public schools, and to secure the sound education of the young generally.

(5) To have, subject to the Council of Public Instruction, the supervision and direction of the inspectors and schools.

(6) To enforce the regulations and decisions of the Council.

(7) To organise Teachers' Institutes under the Council's regulations.

(8) To grant temporary certificates of qualification, countersigned by the Provincial Secretary, which temporary certificates shall be valid only till the next examination of teachers.

(9) To make annually, for the information of the Legislature, a report of the actual state of the public schools throughout the Province, showing the number of pupils taught in each school district, the branches taught, the average attendance, the amount expended by each school, the number of official visits made to each school, the salaries of teachers, the number, standing, and

sex of qualified teachers, together with any other information that he may possess respecting the educational state and wants and advantages of each school and school district in the Province, and such statements and suggestions for improving the school laws or the public schools or for promoting education generally as he may deem useful.

(10) To be responsible for all moneys paid through him on behalf of the public schools.

(11) To prepare suitable forms and give such instructions as he may judge necessary for the making of reports, &c.

(12) To investigate complaints made to him in regard to the mode of conducting any election of trustees and to report to the Council upon such complaint.

(13) To close schools when the average attendance falls below ten children.

(14) To cause copies of the Council's regulations to be published and furnished free of charge to trustees and teachers.

II.—Local Administration.

(*a*) *Rural School Districts.* (*b*) *City School Districts.*

The School Districts of the Province are divided by the "Public School Act" into City Districts and Rural Districts, the former including the schools established within the municipal boundaries of each of the four cities of Victoria, Vancouver, New Westminster, and Nanaimo, the latter embracing all other Public Schools maintained In each of the City Districts there are one High School, two or more Graded Schools, and one or more Ward Schools, while in the Rural Districts there are only Graded Schools and Common Schools.

The cost of education in a City District is met by the City Council, the Provincial Government paying a *per capita* grant of ten dollars per head per annum, based on the average actual daily attendance of the pupils. In addition to this grant, each municipal corporation receives the amount collected from its Provincial Revenue Tax.[1]

(*a*) *Rural School Districts.*—(i.) For each of these there must be three Trustees. An annual meeting for the election of School Trustees is held in all Rural School Districts, when the voters present elect one of their number to preside over the meeting, and to use, if necessary, a casting vote. Votes are recorded by poll,

Annual School Meeting.

[1] The amount of *per capita* grant paid to each of the four cities in the school year 1894-5 was as follows :—

Victoria	$17,390.80
Vancouver	15,895.25
New Westminster	5,989.20
Nanaimo	6,129.55
Total	$45,404.80

and the names of all voters present are recorded. Trustees elected by this method at the *first annual school meeting* in any district hold office as follows:—

(1) The person receiving the largest number of votes continues in office until two years have passed since the next, or second, annual school meeting; (2) the person receiving the next largest number of votes continues in office until one year has elapsed after the next, or second, annual school meeting; and (3) the person receiving the smallest number of votes of the three elected Trustees holds office until the next annual school meeting. In no case can any person resign his office as Trustee until his successor has been appointed.

Immediately after the formation of any *new School District*, the Superintendent of Education prepares notices in writing, describing the district, and appoints a time and place for the election of Trustees as above described. A correct copy of the proceedings of the first, and of every annual, and every special school district meeting must be sent to the Superintendent of Education, signed by the Chairman and Secretary of the meeting, and countersigned by the Secretary of the Board of Trustees.

Trustees serve without emolument or reward, and must not be interested, directly or indirectly, in any contract authorised by the Board of Trustees. But this regulation does not, of course, apply to the Secretary of the Board of Trustees, who is always one of their number, and whose salary is fixed by his colleagues previous to his selection.

One trustee is elected to office at each ensuing annual school meeting, in place of any trustee whose term of office is about to expire; and the same individual, if willing, may be re-elected; but no school trustee can be re-elected, except by his own consent, during the four years next after his going out of office.

Any householder or freeholder resident in any school district for a period of six months previous to the election, provided he be twenty-one years of age, or the wife of such a householder or freeholder, is entitled to vote at any school meeting of the district as well as for the election of trustees. Chinese and Indians have no votes.

Challenge of Voter.

(ii.) Any legal voter may challenge as unqualified to vote any person who offers to vote at an annual or other school meeting. The chairman of the meeting shall then require the person so challenged to make the following declaration:—

"I do declare and affirm that I am a resident householder (*or* freeholder, *as the case may be*) in this school district, and that I have been continuously a resident householder in this district for the last six months."

Or, in the case of a wife, a corresponding declaration in regard to the length of residence and household of her husband.

Every person who makes such a declaration shall be permitted to vote on all questions proposed at the school meeting; but, if any person refuse to make the declaration, his or her vote shall not be accepted.

No trustee may hold the office of teacher within the district of which he is a trustee; and no clergyman of any denomination is eligible for the position of Superintendent of Education, inspector, trustee, or teacher. Any trustee who, during his trusteeship, is convicted of any criminal offence, or who becomes insane, or ceases to be an actual resident within the school district of which he is a trustee, shall, *ipso facto*, forfeit and vacate his seat, and the remaining trustee or trustees shall declare his seat vacant, and forthwith call a special meeting for the election of his successor (1894).

In rural school districts the notice calling an annual or special meeting may be signed by the Secretary to the Board by the direction of the trustees, or by a majority of the trustees themselves.

Order of business.

(iii.) The following is the order of business at all annual meetings of school districts:—

(1). Calling the meeting to order.

(2). Election of chairman and secretary.

(3). Reading trustees' annual report, including statement of receipts and expenditure.

(4). Receiving and deciding upon trustees' report.

(5). Election of trustee to fill the vacancy at the end of the past year.

(6). Election of trustee to fill any other vacancy

(7). Any other business of which due notice has been given.

The voters present determine whether the poll shall be open or by ballot.

All protests against an election or other proceedings of a school meeting must be sent to the Superintendent of Education.

A motion to reconsider a vote may be made by any voter, but no vote of reconsideration may be taken more than once at the same meeting.

At the close of the proceedings of every school meeting, the chairman and the secretary should sign the Minutes, as entered by the Secretary in the Minute-book; and the Secretary of the Board of Trustees must forthwith transmit to the Superintendent of Education a correct copy thereof, signed by himself.

(Rural School Districts). In every school district, any person being a householder in the school district, and being a British subject of the full age of twenty-one years, and otherwise qualified to vote at an election of trustees in the said school district, shall be eligible to be elected and to serve as a school trustee (1896). Any trustee elected to fill an occasional vacancy shall hold office only for the unexpired term of the person in whose place he is elected.

Special Meetings.

(iv.) Trustees may, after due notice, call a special school meeting for any special purpose they may think proper. But in cases where, from want of proper notice or other cause, any annual school meeting or special school meeting is not held at the

proper time, any five voters in the district may call a meeting at ten days' notice within twenty days of the time at which such a meeting should properly have been held. The meeting thus called possesses all the powers and performs all the duties of the meeting in place of which it is called.

Any person chosen as trustee may resign, by giving written notice of his intention to his colleagues.

Every Board of Trustees appoints one of its number to be Secretary and Treasurer to the Corporation which it constitutes. These officers must give the security required by a majority of the trustees, for the correct and safe keeping of the papers and moneys of the Corporation. Their salary is paid by the Board, and is agreed upon before their selection for office. They are required to keep a correct record of their proceedings in a book procured for the purpose. They also receive and must account for all school moneys which come into their hands, and for disbursing the same as directed by a majority of the trustees.

The Board of Trustees meets once in every three months.

The trustees take possession and have the safe custody of all public school property which has been acquired or given for public school purposes in their district. They have power to acquire, and hold as a corporation by any title any land, moveable property, or income for school purposes, and to apply these according to the terms upon which they were acquired or received. With the approval of the Council of Public Instruction they may do whatever they judge expedient with regard to the building, repairing, renting, warming, furnishing, and maintaining the district school-houses, and the appendages belonging to the schoolhouses, as well as the school lands and enclosures held by them. They are required to visit each school under their charge at least three times a year, and to see that it is conducted according to the regulations. They must see that the pupils in their schools are duly provided with the authorised text-books, and use no unauthorised text-books.

Report of Trustees.

(v.) Every year at the annual meeting of the Rural School District the trustees, must read their annual school report for the year just terminated. The report must include, among other things, a full and detailed account of the receipt and expenditure of all school moneys received and expended on behalf of the district for any purpose during the past year.

The trustees must prepare and transmit annually to the Superintendent of Education before July 15, a report signed by a majority of their number. The report shall specify:

(1.) The whole time during which the school or schools in their district were kept by a qualified teacher during the year just ended (June 30);

(2) The amount of money raised for the school district, and the manner in which it has been expended;

(3) The whole number of children residing in the school district: (*a*) who are under the age of six years; (*b*) who are between six and sixteen years old; and also the number of

children taught in the schools of the district, with a separate return for each school, and distinguishing the sexes, and the average attendance of pupils during the year;

(4) The branches of education taught in the school, the number of pupils in each branch, the number of visits made by each trustee, the number of public school examinations, visits, and lectures, and such other information as may be required;

(5) The uses to which the school buildings and lands have been applied during the year, and the damage arising or the revenue derived from them.

The trustees select the site on which a school-house in a rural district is to be erected by the trustees. They shall then immediately call a special school meeting of the voters to approve the selection made. But (1) if a majority of the voters present do not ratify their selection of a site, this majority shall at the same meeting decide upon a suitable site, and this decision shall finally decide the matter, subject always to the approval of the Council of Public Instruction. (2) In case the voters of a school district neglect or refuse to select a site which meets with the approval of the Council of Public Instruction, the Superintendent of Education, or any person appointed by him, shall visit the school district and, after careful inspection, shall select a site; and such selection, subject to the approval of the Council of Public Instruction, shall finally decide the matter (1896).

(*b.*) *City School Districts.*—For each of the school districts of the City of Victoria, the City of Vancouver, the City of New Westminster, and the City of Nanaimo, there are seven trustees constituting the Board of Trustees for each city respectively. Every such Board, in cities as in rural districts, is a "body corporate."

Qualification of Voters

(i.) The Board for each city school district is elected by voters duly qualified to vote for a mayor (see "Municipal Act" of the Province of British Columbia, § 36); and when preparing the annual voters' list in cities where the "Municipal Elections Act" does not govern the election of mayor, a list of the names of those entitled to vote for school trustees, but not included in the city annual voters' list as entitled to vote for mayor, shall be added thereto (1897).

No person liable to pay the Revenue Tax shall be permitted to vote until he has paid the tax for the current year.

At the first election each voter shall be entitled to six votes for members of the Board of Trustees, and at each subsequent election to as many votes as there are trustees to be elected. No person may give more than one vote for any one candidate. The nomination and election of the Board of Trustees shall be held at the same time, and by the same Returning Officer, and shall be conducted in the same manner as the municipal nomination and election for mayor would be conducted; and all the regulations and their amendments (respecting the times for opening and closing the poll, the mode of voting, corrupt or improper

practices, vacancies, and declarations of challenged voters) shall hold good also for the election of the Board of School Trustees.

At the first election, the three candidates receiving the highest number of votes shall be declared elected to serve for two years, and the three candidates receiving the next highest number of votes shall serve for one year. At each subsequent annual election three trustees shall be elected to serve for two years. But any election to fill a vacancy may be held concurrently with the annual election. All trustees remain in office and exercise all the powers of trustees until their successors have been elected. The election to fill a vacancy is conducted in the same manner and is subject to the same provisions as an annual election; the Public School Board names a returning officer to act at such an election, and six days' notice of the nominations must be given.

Any person, being a British subject of the full age of twenty-one years, who is a resident householder or a resident freeholder in a school district, and who is otherwise qualified to vote at an election of School trustees in the said school district, and the wife of such householder or freeholder, shall be eligible to be elected and to serve as school trustee; provided always, that the wife of an acting school trustee shall not be eligible for election (1896).

Meetings of Trustees.

(ii.) The Board of Trustees meets at least once in each month, and four members constitute a quorum (contrast similar regulation in regard to rural school districts).

The Board of Trustees at its first meeting after the annual election appoints one of its number to be Chairman of the Board, and the member so appointed presides at all meetings of the Board. He has a casting vote in case of an equality of votes between the other members of the Board upon any question, but shall not otherwise vote as a member of the Board.

Each Board of Trustees appoints its own Secretary and fixes his salary. The Secretary must keep a record of the proceedings of the Board, and perform such other duties as the Board may prescribe in relation to its corporate affairs. This record, as well as all books, accounts, vouchers, and papers of the Board are at all times subject to the inspection of the Council of Public Instruction, and any Committee of the City Council appointed by resolution for that purpose.

The salaries of the teachers employed in the public schools of the cities of Victoria, Vancouver, New Westminster, and Nanaimo shall be fixed and paid at the discretion of the school trustees of the said cities; and such salaries and all other expenses for the purchase or lease of school sites, erection, enlargement, or rent of school buildings, for furniture and repairs, and all other incidental expenses incurred by the Board of Trustees, shall be borne and paid by the Municipal Corporations of the said cities.

Their Powers and Duties.

(iii.) The Board of Trustees is required to provide school accommodation and tuition, free of charge and sufficient for all children in the district between six and sixteen years of age, inclusive, and for this purpose shall organise and establish such and so many schools as it shall deem requisite, with powers to alter or

discontinue the same, to purchase or lease lands or buildings for school purposes, to erect, enlarge, alter, repair, and improve school buildings and their appurtenances, to furnish school-houses and procure maps and apparatus, and to provide text-books for indigent pupils, fuel, and light. They shall also defray the contingent expenses of the several schools and of the Board of Trustees, and shall have the custody of the school property of the district. They may insure school buildings and furniture, must determine the sites of school-houses, and appoint the number of teachers for whose salaries provision has been made in the estimates, appoint, dismiss, and fix the salaries, wages, or remuneration of such other officers or employés as may, from time to time, be deemed necessary by the Board to secure the efficient management of the schools. They must report annually to the City Council upon the expenditure of the moneys received by the Board, and furnish annually, on or before July 15 of each year, to the Superintendent of Education, a full report of their proceedings, together with returns of all schools in accordance with the forms supplied by him.

The Board of Trustees must, further, prepare and lay before the City Council a detailed estimate of the sums required by the Board for the current year's ordinary expenses of maintaining the schools as they exist at the time of the making of the estimate. These sums are paid over, from time to time, as required by the City Treasurer to the several persons or corporations for whose use such moneys are payable. The Board shall further prepare the like detailed estimate of the sums required to meet any special or extraordinary expenses legally incurrable by the Board, and this last-mentioned estimate shall be subject to the consideration, alteration, and final approval of the Council. If the City Council finally rejects any such sum or sums, it shall be the duty of the Council, not more than thirty days after the receipt by the mayor of the written request of the Secretary of the Board in that behalf, to submit for the assent of the electors, a by-law authorising the proposed expenditure, and, if necessary, the raising of the moneys required to defray the same upon the credit of the municipality. In the event of such a by-law receiving the assent of the electors, the City Treasurer shall pay out of the proceeds of the debentures so issued all expenses connected with the issue of the loan, and the balance shall be paid out in the manner hereinbefore provided.

The City Treasurer shall, upon the receipt of any moneys from time to time paid into his hands on account of the rates and taxes, set apart and keep in a separate account so much and such proportion of the moneys as will cover the amount ordered to be levied and assessed for school purposes. The money so set apart shall be paid over to the Board by the City Treasurer, who shall exhibit to the Board the state of the account whenever so requested. The money so set apart shall not be applied to any other purpose whatsoever by the City Treasurer. It shall not be lawful for the Board of School Trustees to incur any

liability beyond the amount shown to be at their disposal by this account.

No property acquired by a Board of Trustees, whether in city or country, shall be subject to taxation or be liable to be taken in execution; but in case of any judgment being recorded against the Board of Trustees, they shall forthwith notify the City Council in the City School Districts of the amount thereof, and the City Council shall levy the same.

The City Council annually appoints an Auditor to audit the accounts of the Board of Trustees, and the expense of this audit is paid out of the contingent expenses of the Board.

Statement of Accounts.

(iv.) The Board of Trustees in every City School District shall cause to be published annually in January, in at least three issues of some newspaper circulating in the district, a detailed and audited statement of all receipts and expenditures for the year ending the 1st December. This statement must be signed by the Chairman and Secretary of the Board, and countersigned by the Auditor appointed in that behalf by the City Council.

High Schools and Collegiate Institutes.

(v.) The Board of Trustees of any City School District may, by resolution, declare that it is desirable that tuition fees should be paid in respect of pupils attending at any High School situate within its limits, so as to make such High School more or less self-supporting. It shall then be the duty of the Board to settle the amount to be paid by parents and guardians for each pupil attending the High School, and to fix the time of payment, and, when necessary, to sue for and recover such amounts, in the name of the City Treasurer, who shall receive and apply the same to school purposes. But in settling such amount the Board shall make provision by which pupils, whose parents or guardians find it beyond their means to pay the tuition fees imposed by the Board, may have the advantages of the High School, either altogether without fee, or at some smaller fee within the means of the parent or guardian in each case.

The Board of Trustees of each School District wherein a High School or Collegiate Institute is situated shall, for the purposes of the control and of the management of the affairs of such High School or Collegiate Institute, be a body corporate and politic, under the name of "the Collegiate Institute Board" (1894).

It shall be lawful for any Collegiate Institute Board to enter into affiliation with any one or more of the following Canadian Universities, viz.:—The University of Toronto; the University of Queen's College, Kingston; the University of McGill College, Montreal; the University of New Brunswick; Fredericton or Dalhousie University, Halifax; which may by its charter and regulations be authorised to admit such Board into affiliation, and for the purpose of carrying out any agreement for affiliation there is hereby conferred upon each Collegiate Institute Board all necessary powers and authorities (1894).

"Whereas it is in the interest of advanced education to enable the High Schools of the Province to become affiliated with one or other of the Canadian or foreign universities; and whereas the charters and constitutions of certain of the said universities only

allow to be admitted into affiliation schools managed by an incorporated Board of Governors: Therefore be it enacted as follows, etc." An Act then follows empowering the Lieutenant-Governor to grant by Letters Patent, charters of incorporation to any of the Boards of School Trustees of the cities of Victoria, Vancouver, New Westminster, or Nanaimo, who shall petition therefor, constituting the Board, and their duly elected successors, a "body corporate and politic under the name and style of 'The Board of Governors of the . . . . . College.'" The Letters Patent is to specify the powers, rights, and immunities of the body thus constituted (1896). (See below, Section x. (xiv.).)

Upon failure of the Corporations of the cities of Victoria, Vancouver, New Westminster, or Nanaimo, or of the school trustees in these cities to comply with and carry out the regulations, the lands formerly set apart as school reserves or acquired by the Crown for school purposes, and conveyed in 1894 to the Corporations of those cities in trust for school purposes and as school sites, revert to the Crown.

(vi.) The reports from school districts required by the Education Office are:— Annual Reports.

Report of Annual School Meetings.

Trustees' Annual Report.

Annual Report of Teachers, certified by the Secretary of the Board of Trustees.

These reports must be received at the Education Office before vouchers for the incidental expenses of schools in rural school districts will be certified.

(vii.) A special regulation controls the grants to be given by Government to cities. A *per capita* grant of ten dollars per head per annum, based on the average actual daily attendance of the Public School pupils, may be paid quarterly by the Minister of Finance, out of the Consolidated Revenue Fund of the Province, to the Municipal Corporations of the cities of Victoria, Vancouver, New Westminster, and Nanaimo; provided always that the schools are conducted in accordance with the regulations of the Council of Public Instruction. And the average actual daily attendance must be calculated upon the attendance for the half-year preceding the payment. *Per capita* grants.

(viii.) All public schools must be conducted on strictly secular and non-sectarian principles. The highest morality is to be inculcated, but no religious dogma or creed may be taught. The Lord's Prayer may be used in opening or closing the school. Non-sectarian principles

School buildings and school lands in rural districts are under the control of the Lands and Works Department: but no public school reserve may be alienated without the consent of the Trustees of the School District in which the reserve is situated

The Lieutenant-Governor in Council may convey from time to time such school lands within a municipality, or portions thereof, to the corporation of the municipality in trust for school

purposes and the conducting of Public Schools in accordance with the regulations. But this power is subject to further trusts, conditions, and restrictions that may from time to time be determined by Order in Council.

The officer in charge of the treasury for the time being is required to set apart out of the general revenue of the Province, in each year, the sum that is voted by the Legislative Assembly for public school purposes and this sum is called the "Public School Fund."

III.—Regulations as to Compulsory Attendance.

Fines.

(i.) Every child from the age of seven to twelve, inclusive, must attend some school, or be otherwise educated for six months in every year; and any parent or guardian who does not provide that every such child under his care attends some school or is otherwise educated, is subject to certain penalties. The fine imposed must not exceed five dollars for the first wilful offence, nor ten dollars for each subsequent offence. All such fines and penalties may be sued for, recovered, and enforced, with costs, before any Police Magistrate, Stipendiary Magistrate, or Justice of the Peace having jurisdiction within the district in which the fine or penalty has been, or is alleged to have been, incurred. And if the fine or penalty and costs be not at once paid, it can be enforced, levied, and collected, with costs of distress and sale of goods and chattels of the offender, under the warrant of the convicting Justice. The Justice must then pay over to the Treasurer of the Board of Trustees of the district the sum so recovered. In default of such distress, the Justice shall, by his warrant, cause the offender to be imprisoned for any time not exceeding thirty days, unless the fine and costs, and the reasonable expenses of collecting them, be paid before the expiration of the term of imprisonment. Before the penalty can be inflicted the trustees of the public school or the Superintendent of Education, or any person authorised by them or by him, must have received notice that the parents or guardians of the child continue to neglect or violate the compulsory regulations. They are then required to communicate this notification, and to make complaint upon it, to a Magistrate or Justice of the Peace. Such a Magistrate or Justice must investigate and decide in a summary manner upon any such complaint made by the Trustees or by the Superintendent.

Exemptions.

(ii.) There are, however, certain *exemptions* from these compulsory regulations. It is the duty of the Police Magistrate or Justice of the Peace to ascertain, as far as may be, the circumstances of any person complained of for not sending his child or children to school or otherwise educating him or her or them.

Reasonable excuses.

(iii.) Any of the following may be accepted as *reasonable excuses*:—

(*a*.) That the child is under instruction in some other satisfactory manner;

(*b.*) That the child has been prevented from attending school by sickness, or by any other unavoidable cause;

(*c.*) That there is no public school open which the child can attend, within a distance not exceeding three miles, measured according to the nearest passable road from the residence of the child in question;

(*d.*) That the child has reached a standard of education of the same, or of a greater, degree than that to be attained in the public school.

IV.—Teachers.

Grades of Certificate.

(i.) No person can be appointed or retained as a teacher in any public school unless he or she holds a First, Second, or Third Class Certificate or a Temporary Certificate of Qualification. Such temporary certificates are granted according to the following regulations:—

Temporary Certificate

(ii.) The Trustees, upon satisfying the Superintendent of Education of their inability to secure a person properly qualified (*i.e.*, holding a First, Second, or Third Class Certificate), and, at the same time, suitable for their school, may appoint as a temporary teacher the holder of a temporary certificate, which shall be valid until the next public examination of teachers has been held, but no longer. And no person to whom a temporary certificate has been issued, and who has neglected or failed to obtain at the next public examination a first, second, or third class certificate, is entitled to receive a second temporary certificate. But the holder of an expired first, second, or third class certificate may obtain a second temporary certificate upon satisfying the Superintendent of Education that he or she was prevented by illness or other satisfactory cause from attending at the public examination.

Terms of Validity.

(iii.) The terms during which certificates of the various grades hold good are as follows:—

(1.) Third Class, Grade B, valid for one year;

(2.) Third Class, Grade A, valid for two years;

(3.) Second Class, Grade B, valid for three years;

(4.) Second Class, Grade A, valid for five years;

(5.) First Class, Grade B, valid for life, or during good behaviour;

(6.) First Class, Grade A, valid for life, or during good behaviour.

Every certificate of qualification obtained at any examination must be signed by the Superintendent of Education, and by at

least one Examiner; and it must be countersigned by the Provincial Secretary.

Exemption from non-professional examination.

(iv.) Graduates in Arts, of recognised British or Canadian Universities, who have proceeded regularly to their degrees, shall be exempt from examination, except in professional subjects. They may be required by oral examination to further satisfy the Examiners as to their knowledge of the Art of Teaching, School Discipline and Management, and the School Law of the Province.

Moral character.

(v.) No certificate can be given to any person as a teacher who does not furnish satisfactory proof of good moral character, and satisfy the Board of Examiners that he or she is a fit and proper person to be granted a certificate.

The Legislature considers the moral fitness of the candidate to be of paramount importance. The Examiners must, therefore, be satisfied that the applicant is a fit and proper person for the position of teacher before they can deem him eligible to be admitted to the examination, or to be granted a certificate. Every person sending in notification of his intention to be a candidate at the Teachers' Examination must forward credentials of character satisfactory to the Board of Examiners. These testimonials should be of late date and should bear the signatures of those in responsible positions, such as clergymen, magistrates, or trustees.

Form of candidate's notification.

(vi.) "*Form of notification of intention to be a candidate at Teachers' Examination.* Sir,—Being of the full age required by the regulations, I hereby give notice of intention to write in..... at the forthcoming Teachers' Examination for.....Class, Grade .....Certificate.

The optional subjects selected by me are.....

Enclosed please find certificate of moral character, which I trust will prove satisfactory to the Board of Examiners. I am, yours truly,.....(Name in full)."

Annual renewal.

(vii.) All holders of certificates who have taught in Public Schools of the Province for a period of fifteen years are entitled to have their certificates renewed annually without examination while they continue actively engaged in the service.

Certificate Statistics for 1898.

(viii.) In the examination for teachers' certificates in 1898, 286 candidates presented themselves, 115 in Victoria, 135 in Vancouver, and 36 in Kamloops. Out of the 286, 223 were successful, as follows:—

First Class, Grade A - - - -	9
" " " B - - - -	20
Second Class, Grade A - - - -	40
" " " B - - - -	78
Third Class, Grade A - - - -	21
" " " B - - - -	55
	223

53 failed to obtain a certificate of any kind, and 10 withdrew rom the examination.

In addition to these, 3 certificates were issued for length of service.

(ix.) A temporary certificate valid until the next examination of teachers, entitles the holder to teach temporarily in any school. Rights conferred by Certificate.

A Third Class, Grade B, certificate entitles the holder to teach in any common school, or to be assistant in any graded school for one year

A Third Class, Grade A, certificate entitles the holder to teach in any common school, or to be assistant in any graded school for two years.

A Second Class, Grade B, certificate entitles the holder to teach in any position in a graded school or in a common school for three years; and a Grade A certificate of the Second Class confers the same right for five years.

A First Class, Grade B, certificate entitles the holder to teach in any position in a graded school or in a common school or to act as an assistant in a high school during his life or good behaviour.

A First Class, Grade A, certificate entitles the holder to teach in any position in any public school for life or during good behaviour.

(x.) Certificates of Teachers on Permanent Staff for the year:— Statistics of Permanent Staff, 1897-8

1897-8.	City Districts.			Rural Districts.		
Class and Grade.	Males.	Females.	Total.	Males.	Females.	Total.
First Class, Grade A	16	7	23	17	1	18
First Class, Grade B	18	18	36	30	10	40
Second Class, Grade A	5	35	40	33	33	66
Second Class, Grade B	3	23	26	32	67	99
Third Class, Grade A	–	4	4	–	8	8
Third Class, Grade B	–	4	4	7	14	21
Length of Service*	–	1	1	1	1	2
Temporary	1	2	3	1	1	2
	43	94	137	121	135	256

* *i.e.* Certificates given on length of service without examination.

In 1897–8 there were in city districts 137 teachers, with an average monthly salary of $60·83, and in rural districts 256 teachers, with an average monthly salary of $53·74.

Statistics of Permanent Staff, 1894-5.

(xi.) For the sake of comparison the corresponding figures for the school year 1894–95 are here added:—

Grade.	Males.	Females.	Total.	Highest Salary Per Month.	Lowest Salary Per Month.	—
				Dollars.	*Dollars.*	Teachers on Permanent Staff in City Districts.
First Class Grade A.	19	1	20	135	70	
„ „ „ B.	15	6	21	100	50	
Second „ „ A.	5	30	35	100	50	
„ „ „ B.	4	26	30	75	40	
Third „ „ A.	–	5	5	65	40	
„ „ „ B.	–	1	1	50	50	
Length of Service -	–	2	2	65	55	
Temporary - -	–	1	1	60	60	
	43	72	115	[Average monthly salary = $66.62].		
First Class Grade A.	12	1	13	60	50	Teachers on Permanent Staff in Rural Districts.
„ „ „ B.	23	2	25	100	50	
Second „ „ A.	26	25	51	80	50	
„ „ „ B.	23	42	65	70	50	
Third „ „ A.	6	12	18	60	50	
„ „ „ B.	3	5	8	60	50	
Length of Service -	1	1	2	70	50	
Temporary - -	–	1	1	50	50	
	94	89	183	[Average monthly salary $355·46].		
Totals - - -	137	161	298	[Average monthly salary = $61.]		

Average Salaries.

(xii.) Putting the figures of the salaries approximately into terms of English money we find that in 1894–95 the average *monthly* salary was in *City Districts*, £13 17*s.* 6*d.*, in *Rural Districts*, £11 11*s.* 0*d.* and in *the Province*, generally, £12 14*s.* 2*d.*; in other words, the average *annual* salaries of the teachers were in 1894–95, in *City Districts*, £166 10*s.*, in *Rural Districts*, £138 12*s.*, and in *the Province* generally £152 10*s.*

The corresponding figures in English money for the year 1897–98 were, approximately, as follows :—

	£	*s.*	*d.*
Average monthly salary in City Districts -	12	13	4
" " " Rural Districts -	11	4	–
" " " The Provinces -	11	18	8
Average salary per annum in City Districts	152	–	–
" " " Rural Districts	134	8	–
" " " The Province -	143	4	–

Salaries of public school teachers in rural districts are paid from the Provincial Treasury, but no public school teacher in rural districts is entitled to draw more than one salary for any month or portion of a month.

In case a school is summarily closed for any cause, the teacher shall not be paid salary for a longer period than one month from the date of such closing (1896).

(xiii.) The *duties of a Public School Teacher* are thus defined in the School Manual. Duties of Public School Teachers.

(1.) To teach diligently and faithfully all the branches required to be taught in the school, according to the regulations.

(2.) To keep the daily, weekly, and monthly registers of the school.

(3.) To maintain proper order and discipline in his school, according to the authorised regulations; and to send to the parent or guardian of each pupil a monthly report of the progress, attendancce, and punctuality of such pupil.

(4.) To keep a visitors' book (which the Trustees shall provide) and enter therein the visits made to his school, and, if deemed advisable, to present such book to any visitor, and request him to make therein any remarks suggested by his visit.

(5.) To give access to Inspectors and Trustees, at all times when desired by them, to the registers and visitors' book appertaining to the school, and, upon leaving the school, to deliver up the same to the order of the Trustees.

(6.) To hold at the end of each half year, public examinations of his school, of which he shall give due notice to the Trustees of the school, and, through his pupils, to their parents or guardians.

(7.) To furnish to the Superintendent of Education, monthly or when desired, any information which it may be in his power to give respecting anything connected with the operation of his school, or in any way affecting its interests or character.

(8.) To verify by affidavit before any Justice of the Peace, the correctness of such returns as the Superintendent of Education may, from time to time, require to be so verified.

(9.) To give at least thirty days' notice to the Trustees of his or her intention of resigning.

Notices of Appointment, Dismissal, etc.

(xiv.) The Trustees of any School District must forthwith report to the Superintendent of Education the appointment, resignation, or dismissal of any teacher or teachers in their district, and in case of dismissal must state the reasons for such dismissal.

The Trustees shall, from time to time, select, from amongst those persons properly qualified, and appoint the teacher or teachers in their school district; and may remove and dismiss such teacher or teachers upon giving at least thirty days' notice of such intention of removal or dismissal, and of their reasons for so doing.

Upon notification from the Council of Public Instruction of the inefficiency or misconduct of any teacher, the trustees must give such teacher thirty days' notice of dismissal.

But, when a teacher has been suspended by the trustees for gross misconduct, he has no right to thirty days' notice, nor to salary in lieu of notice.

Teacher's Appeal against dismissal

(xv.) A teacher suspended or dismissed by the Trustees on a charge of gross misconduct may appeal to the Council of Public Instruction, which has power to take evidence, and to confirm or reverse upon evidence the decision of the Trustees. When a decision is reversed, the teacher shall not be reinstated in the same school without the consent of the Trustees.

Trustees cannot give authority to teachers to violate the regulations in any particular.

Trustees cannot appoint or retain as teacher a person who does not hold a certificate from the Education Department of the Province.

V.—The Training of Teachers.

From the Report for 1893-4.

(i.) The following is taken from the Report for 1893–4.—"Our schools have increased in number and importance to such an extent as to require an expansion of the system. The experience of past years has shown that teachers before assuming active duties should be required to have a good general knowledge of the work that they undertake. In order that this be accomplished, it is necessary that a Normal School be established for the training of those who are about to engage in the instruction of youth. In every professional pursuit special training is a requirement, and particularly should this be the case with those who have to deal with child-mind. Only those who have at least some knowledge of psychology and proper methods of school management should be granted certificates in public schools.

"To place a school in charge of a teacher who possesses no other recommendation than a certificate is not, as a rule, doing justice to the pupils who have to attend the school.

"Experience has proved that it is a wise economy for any country to give to her teachers thorough instruction as to methods and general knowledge of school management. This can only be done by the establishment of a Normal School. Such an institution under two teachers, as a commencement, would be of invaluable benefit to the schools of the Province,

thereby every school under the charge of a trained teacher would receive direct benefit for every outlay made in this direction."

From the Report for 1896.

(ii.) The following remarks are quoted from the Public Schools Report for 1896:—

"We again beg to recommend that immediate steps be taken towards the establishment of a Normal School in this Province. It is of paramount importance that the young and inexperienced aspirants for the position of teachers should have some special preparation for their work. The success of the school is wholly dependent on the capability and fitness of the teacher, and the vital interests of children should not be intrusted to one who is ignorant of the first principles of the art of teaching. . . . If in other pursuits special training is necessary to success, certainly teachers require preparation for *their* work. . . . A Normal School affords to teachers the opportunity of properly preparing themselves for the achievement of the best results. While it is true that every teacher who has attended a Normal School may not prove to be a successful instructor, yet we believe that he will accomplish much more from the training he received in such an institution. It is also true that some of our best teachers have never attended a Normal School, but their success must be attributed either to natural aptitude or to many years of experience, or to both combined. . . . When it is taken into consideration that the Government is now paying about $140,000 a year for salaries of teachers alone, the extra cost of maintaining a Normal School, say $5,000 a year, is very small in comparison with the many benefits to our school system, which the establishment of such an institution would afford. British Columbia is the only Province in the Dominion which does not support one or more Normal Schools."

Necessity for a Normal School.

(iii.) The Inspector for the District of Nelson in 1898 records his conviction of the "absolute necessity" for a Normal School. The majority of the teachers employed in the district are educated in the schools of British Columbia. Their knowledge is unquestionably adequate, he says, but they are deficient in ability to instruct and to use modern methods of teaching. He observes that the practical training of teachers is too often acquired at their pupils' expense, and that poor results are in consequence attained. A similar complaint is made by the Inspector for the Vancouver district. Many of the teachers know little of the art of teaching, and until the Province has a Normal School and a Model School, it is certain that the work of many of the young teachers will continue to be experimental. He recommends that the salary of inexperienced teachers should begin at a lower figure, and should increase regularly as the teacher proves his efficiency. One observation of the Inspector for Vancouver is remarkable and important. He suggests that the lack of interest taken in the schools by the people may be because "education is too cheap; what one gets for nothing is apt to be lightly prized." In view of this he would like to see the grant for "incidental expenses" cut off, except in exceptional cases. In some country schools the work of the upper classes is

to a certain extent hampered by the preparation of pupils for teachers' certificates. This would be obviated by the establishment of a Normal School, or by an arrangement for such instruction of intending teachers among the classes of the High Schools.

The necessity for the establishment of a Normal School in the Province is commented on in Inspector Wilson's Report for 1894–5 (Public School Report, p. 213). It is to this deficiency that he attributes the noticeable inferiority of the methods of primary instruction in the Province, as compared with the other Provinces of Nova Scotia and New Brunswick. The work of the advanced grades showed no such inferiority. But suitable professional training was, in his opinion, a real need.

VI.—Truancy: Punishments.

Expulsion and Suspension.

The record of the rural schools in regard to the severest punishments—suspension and expulsion—is a better one than that of the city districts. That *truancy* is more prevalent in city districts than in rural districts is the natural consequence of the difference in home-training and modes of life in a considerable number of the children.

A pupil can only be *expelled* when his example is very injurious and there is no apparent prospect of reformation. For gross misconduct, or a violent and wilful opposition to authority, a pupil may be *suspended* from attendance at a school for a specified period, not to exceed one week. It is enjoined by the Department upon the teacher not to suspend or expel a pupil until all other means have failed to bring the child to obedience and good conduct.

Corporal punishment.

(ii.) The teacher of a public school derives his authority for the use of the rod in *corporal punishment* from the regulations, of which the following is a portion:—"Every teacher shall practice such discipline as may be exercised by a kind, firm, and judicious parent in his family, avoiding corporal punishment, except when it shall appear to him to be imperatively necessary." While, therefore, the teacher is given authority to use the rod, he is admonished to avoid corporal punishment except when it is absolutely necessary. Too frequent or too severe use of the rod is indicative of the teacher's incompetency as a proper trainer of those entrusted to his care. One remedy for the abuse of this power is vested in the Board of Trustees of every school district; they may dismiss any teacher at thirty days' notice provided they state the cause of dismissal. It rests, therefore, with the trustees whether they will retain or dismiss the teacher who abuses his authority by the excessive use of corporal punishment. This is the only way, other than by counsel, in which trustees are authorised to interfere with the teacher in regard to the use or abuse of the rod.—(From the Report for 1894–5).—In some schools "the rod would appear to be the chief means employed

to obtain discipline. It is proper to state, however, that more than half of the cases of corporal punishment reported are credited to less than twenty schools; one graded school reporting 108 cases, and one common school 91 cases.

Moral suasion.

(iii.) "It is to be feared that the use of the power of moral suasion in obtaining good government in the schools is neglected, in great part, by a few of the teachers. Physical force is certainly not the only nor the best means at the command of the teacher for securing good discipline. The teacher who uses moral suasion effectively in the government of his school will accomplish the *best* results, not only in the moral training of the pupils but in their intellectual advancement."

VII.—Legal Penalties.

Voter's false declaration.

(i.) Any person wilfully making a false declaration of his right to vote shall, on a summary conviction before any justice of the peace, be sentenced therefor to imprisonment for any period not exceeding three months, or to a fine not greater than one hundred dollars.

Disturbance of school meeting.

(ii.) Any person who wilfully disturbs, interrupts, or disquiets the proceedings of any school meeting authorised to be held, or any school established and conducted according to the regulations, or who interrupts or disquiets any public school by rude or indecent behaviour, or by making a noise, either within the place where the school is held, or so near to it that he disturbs the order or exercises of the school, shall for each offence, on conviction before a justice of the peace, on the oath of one credible witness, forfeit and pay for public school purposes to the school district within which the offence was committed, a sum not exceeding twenty dollars, together with the costs of the conviction.

For the prescribed method of recovering these penalties, see the regulation already given above, Section III. (i.)

VIII.—School Property.

Trustees' responsibility.

(i.) In rural school districts the trustees are responsible for the good repair of the school-house. They should see that the windows are properly fitted with glass; that at the proper season the stove and pipe, or fireplace, are in good condition, and that suitable wood or coal is provided; that the desks and seats are in good repair; that the outhouses are properly provided with doors; that the blackboards are kept painted, the water supply abundant, and that everything necessary for the comfort of the pupils and the success of the school is provided.

Misuse of school buildings.

(ii.) No public school-house, or school plot, nor any building, furniture, or other thing belonging to it, should be used or occupied for any other purpose than for the use or accommodation of the public school of the district, without the express permission of the trustees as a corporation; and then only after

school hours, and on condition that all damage be made good, and cleaning and sweeping properly done.

Teacher's responsibility.

(iii.) The teacher has charge of the school-house on behalf of the trustees. He has no authority to use it otherwise than as directed by them, nor to use it at any other time than during school hours without their sanction. At the request of the trustees he must at once deliver up to them the keys of the school-house.

IX.—Inspection.

Inspector's report.

(i.) The supervision of the schools is the duty of the Superintendent of Education, and he is assisted in this work by two Inspectors. When a school is visited by an inspector, he is required to make a written report to the Department immediately on his return to the Education Office, on the internal work of the school-room, methods employed, and on the condition of the school-grounds and the buildings: in short, to report on all matters connected with the proper working and the welfare of the school. The Department, through the reports on inspections made, as well as through information furnished by trustees and teacher, is kept fully informed as to the condition of each school.

Need of a third Inspector.

(ii.) The Superintendent of Education wrote as follows, in his Report for 1896:—

"A school system, to be effective, must have vigilant supervision. Owing to the large extent of territory to be traversed by representatives of the Department, and the yearly increasing number of schools, it has not been possible to make as frequent visitations as are desirable, or even to reach all the schools in any one year.

"The first Inspector of Schools was appointed in 1887, to assist the Superintendent in his work. At that time there were 92 schools in operation, under the charge of 118 teachers. In 1892, the number of schools having increased to 149, and the number of teachers employed to 228, a second Inspector was appointed. In view of the fact that in 1896 there were 233 schools under a staff of 368 teachers, the necessity of the appointment of a third Inspector of Schools should be considered."

X.—High Schools.

There are four public High Schools in the Province, viz., the Nanaimo, New Westminster, Vancouver, and Victoria High Schools. The salaries of the head-teachers vary from $135 to $108 a month. In all these schools, co-education takes place and the honours of the examinations, as well as of other school activities, seem to be about equally divided between the boys and the girls.

(i.) Taking first the Nanaimo High School, we find that in 1898 the enrolment of pupils reached 77, and the average actual daily attendance 40·68. In numbers the two sexes have recently been equal, though in 1898 the girls had the preponderance. The figures are as follows:— Nanaimo High School.

Nanaimo High School.

Year.	Boys enrolled.	Girls enrolled.	Total enrolment.	Average daily Attendance.
1892–3 - - -	14	25	39	23·37
1893–4 - - -	19	29	48	34·50
1894–5 - - -	36	34	70	41·56
1895–6 - - -	29	29	58	32·02
1896–7 - - -	27	26	53	33·74
1897–8 - - -	32	45	77	40·68

The average *monthly* attendance was 50.

(ii.) New Westminster High School has besides its principal an assistant master or mistress. Its average *monthly* attendance in 1898 was 47. New Westminster High School.

The following are the figures of enrolment, etc., since 1892:—

New Westminster High School.

Year.	Boys enrolled.	Girls enrolled.	Total enrolment.	Average daily attendance.
1893–4 - - -	49	34	83	44·63
1894–5 - - -	48	37	85	51·01
1895–6 - - -	48	39	87	56·61
1896–7 - - -	55	39	94	50·36
1897–8 - - -	33	39	72	36·76

The official report contains no explanation of the sudden fall in the number of boys, as well as in the average daily attendance in the school year, 1898.

Vancouver High School.

(iii.) The Vancouver High School has besides the principal, four assistant masters at $100 a month. Its average *monthly* attendance in 1898 was 107 out of an enrolment of 156.

Vancouver High School.

Year.	Boys enrolled.	Girls enrolled.	Total enrolment.	Average daily attendance.
1893–4 - - -	52	92	144	92·77
1894–5 - - -	58	101	159	108·44
1895–6 - -	55	79	134	87·74
1896–7 - - -	55	98	153	88·73
1897–8 - - -	55	101	156	94·35

Victoria High School.

(iv.) The Victoria High School has a principal at $110 a month, two assistants at $90 a month each, and one assistant at $75 a month. Its average monthly attendance in 1898 was 117 out of an enrolment of 154.

Victoria High School.

Year.	Boys enrolled.	Girls enrolled.	Total enrolment.	Average daily attendance.
1893–4 - - -	78	81	159	121·60
1894–5 - - -	96	105	201	130·28
1895–6 - - -	80	101	181	111·50
1896–7 - - -	74	87	161	106·85
1897–8 - - -	58	96	154	104·65

Diploma of Standing.

(v.) By a regulation of the Council of Public Instruction, pupils who have attended a High School for not less than two years can obtain a Diploma or Certificate of Standing by undergoing the annual Departmental Examination, provided they obtain at least 30 per cent. of the marks in each subject. This Diploma is granted only when the pupil is leaving school, and may be considered equivalent to a Certificate of "Graduation." Seven such certificates were granted to girls in 1898, and four to boys.

(vi.) The following are the subjects of examination for admission to a High School :— Subjects for Entrance Examination.

1. *Spelling.*—To be able to spell correctly the ordinary words in the Fifth Reader and Spelling Book.

2. *Reading.*—To read correctly and intelligently any passage in the Fifth Reader.

3. *Writing.*—To write neatly and legibly.

4. *Arithmetic.*—To have a good general knowledge of numeration, notation, the four simple and compound rules, reduction, vulgar and decimal fractions, proportion, simple interest and percentage, compound interest, and discount.

5. *Mental Arithmetic.*—To be able to solve, mentally, any ordinary problems.

6. *Grammar.*—To know the principal grammatical forms and definitions, and to be able to analyse and parse any ordinary sentence.

7. *Geography.*—To have a good knowledge of the earth's planetary relations, of the general principles of physical geography, and of the outlines of the maps of Europe, Asia, Africa, America, Oceania, and of the British Empire, and more particularly of that of the Dominion of Canada.

8. *English History.*—To know the different periods and outlines of English History.

9. *Canadian History.*—To have a knowledge of the outlines of Canadian History.

10. *Composition.*—To be able to write a letter correctly as to form and punctuation, and to write a brief composition on any simple subject.

11. *Anatomy, Physiology, and Hygiene.*—To have a general knowledge of the subject.

(vii.) Applicants for admission to a High School have been required since 1897 to pass an examination in Agriculture. Paper on Agriculture.

(viii.) An entrance examination upon these lines must be passed by all those who wish to enter a High School; and, as has been seen, there must be at least twenty persons duly qualified in such subjects in any School district, before the Council may establish a High School in that district. Conditions of Creation of High Schools.

(ix.) On the other hand, there are certain exemptions. Teachers in the Public School, for example, who have already obtained teachers' certificates in the Province may be admitted to High Schools as pupils without an entrance examination. Teachers as Pupils in High Schools.

(x.) The examination is on paper when deemed necessary, but candidates may in any case be subjected to an additional *viva voce* examination. The examination for entrance to a High School is held in each rural school when visited by the Superintendent or by an Inspector. Candidates must obtain at least 30 per cent. of the maximum marks in each subject; and at least 60 per cent. of the aggregate maximum of all subjects. Pupils who Percentage of Marks required.

have not been in attendance at a High School for two years, shall not be readmitted without examination.

Courses and Classes.

(xi.) On entering the High School a pupil may for the first six months receive instruction in the English course only, but after that period he must take at least five of the additional subjects included either in the Commercial Course or in the Classical Course. The High School pupils are arranged in classes according to their proficiency; and each pupil is advanced from one class to another without regard to the length of time he may have spent in his class or division and solely with reference to his attainments as judged in the half-yearly official examination. Pupils from rural districts are admitted as candidates in the half-yearly examinations for entrance at the High Schools of Nanaimo, New Westminster, Vancouver, and Victoria.

Promotion from Graded to High School.

(xii.) It should be noted that members of a Public School in a district that contains a High School cannot be received as pupils in the Graded School of the district after they have, on passing a satisfactory examination, been declared eligible for promotion from the Public School to a High School. The object of this is to prevent a development in the upper classes of Graded Schools that would inevitably mean overlapping and would seriously interfere with efficiency.

High Schools have three courses of study,—English, Commercial, and Classical.

From the Report for 1895-6.

(xiii.) The following is taken from the Report for 1895–6.—"The many benefits conferred by the four *High Schools* are fully proved by the work accomplished since the establishment of each, and by the high esteem in which each is held. These schools not only afford to all children who pass the standard required for admission the opportunity of obtaining a knowledge of the advanced subjects of study essential to a higher education, but they elevate the character of the lower grades and perfect and diffuse (*sic*) all the most valuable points of our school system. The scholarship demanded for entrance to a High School is certainly equal to, if not higher than, that required in the other Provinces. The necessity of this arises from the fact that these schools form the apex of the system of British Columbia, while in the other provinces, in addition to High Schools, there are Collegiate Institutes, Normal Schools, Colleges, and Universities. The High Schools of the Province have therefore to afford to the children, as far as possible, all the benefits accruing from these other higher institutions of learning—the University excepted."

"Taking into consideration the large number of subjects of study required to be taught in a High School, it must be apparent that the more complete the staff of teachers, the greater is the assurance of the best results; yet it may be proper in this connection to state that, as a rule, each teacher should have twenty-five or more pupils under his charge."

The advisability of granting diplomas to pupils on finishing one of the prescribed High School courses of study was under consideration in 1896.

(xiv.) *From the Report for* 1896.—"Under an amendment made to the Public School Act, 1891, providing for the incorporation of Boards of School Trustees of city districts the Lieutenant-Governor in Council has been pleased, by Letters Patent, to incorporate the Board of School Trustees of the City of Vancouver as a body corporate and politic, under the name and style of the 'Board of Governors of the Vancouver College.'" Board of Governors of Vancouver College.

The object of this change of names of trustees and High School is to enable the High School of Vancouver City to affiliate with a Canadian University.

Since 1894 only holders of "First Class, Grade A, certificates" have been allowed to teach, even as assistants, in High Schools.

XI.—Graded Schools.

"The success of a *Graded School* depends on the ability of its staff of teachers, its *grading* and general management. Experience has shown it to be impracticable to grade all schools on a common standard, hence each principal is required to frame a Limit Table deemed to be the most suitable for his school.

(i.) "The first division of a Graded School should certainly have the best number of pupils, but in no division should there be less than from thirty to forty; and not more than sixty in any division. Size of divisions

"In schools that have been in operation for three or more years, it is but reasonable to expect that an approximate equality of work can be assigned to each teacher. When some teachers have to perform almost double the work of others in the same school, it is evident either that there is a defect in the Limit Table, or that one or more of the teachers on the staff are incompetent.

"The teachers of these schools are, generally speaking, thorough in their work, and not slow to utilise all the good features of new methods advanced by the best authorities of the day; and hence the work accomplished in the Graded Schools is, on the whole, of a most satisfactory character." (Report of 1895–96.)

(ii.) In case one of the *optional subjects* of Drawing, Calisthenics, or Temperance is begun in the fourth or fifth division, it should be taught in each of the succeeding higher grades, in order that the pupils may obtain such knowledge of the subject as will prove of future value. Optional subjects.

It should be noted that in the school year 1894–5 the Council of Public Instruction, wishing to secure greater uniformity in the management of Graded Schools, issued the following new regulations:—

(iii.) The Principal shall prepare the Limit Table (*i.e., a table of standards on which the grading is based*) for each division of his school, and must forward a copy of it to the Education Department for approval. Limit table.

(iv.) Semi-annual written examinations for making promotions shall be held in the different divisions of each Graded School. Semi-annual Examination.

The Principal shall prepare the questions for these examinations, and shall fix the time of holding the same, but the promotion lists must be read on the date on which each public examination of the school is held.

As it is not deemed proper to place too great reliance upon a single written examination the Principal shall consult the assistant teacher of each division, in preparing the promotion list. The assistant's recommendation, based upon record kept as to progress and standing of pupils claimed to be worthy of promotion, shall be accorded proper consideration.

A copy of all questions set for each promotion examination, together with a statement of the results of the examination of each division must forthwith be forwarded to the Education Department. The list of children in the returns should contain the names of all pupils who received instruction in each division during the whole year, the names of those who were promoted at the examination being specially marked.

Suggestions from circular of 1895.

(v.) *From a Circular dated December* 17, 1895—"By a public examination of a school is meant the examining orally of classes in at least four or more of the subjects of study taught in the school-room. If the teacher desires to vary the exercises of the day with recitations, singing, calisthenics, or other work in which instruction has been given, there cannot be any valid objection raised unless the time occupied by these last subjects directly interferes with the time which should be devoted to the *viva voce* examination.

"The public examination day should be regarded as affording the teacher the opportunity of showing to the trustees, parents, and other visitors, not only the advancement made by the pupils in the different subjects of study, but of presenting to them the methods used to secure this progress. If the teacher desires, he may call upon visitors to assist him in examining classes, but to do so must be regarded as a voluntary act on his part."

XII.—Common Schools.

The course of study prescribed for *Common Schools* embraces Reading, Writing, Arithmetic, Composition, Geography, Grammar, Canadian History, English History, Physiology, Hygiene, and Agriculture. All of these subjects must be taught in each school, provided the pupils are far enough advanced to receive instruction in them.

Optional subjects.

(i.) In addition to these branches the following optional subjects may be taught:—Book-keeping, Mensuration, Algebra, Geometry, Drawing, Temperance, Music, Needlework, and Calisthenics. The trustees may require that "Temperance" should become part of the compulsory course (1896).

The prescribed subjects alone are deemed to be amply sufficient to afford to all pupils the opportunity of obtaining a good Common School education; but among the optional subjects are several branches of knowledge which would undoubtedly the better prepare them for entering upon the ordinary vocations of life.

The Lord's Prayer.

(ii.) In a school in which more than one teacher is employed, if the Lord's Prayer is used in the opening or the closing of any of the divisions, it should be used in *all* the divisions of the school. "It is a pleasure to be able to report that this devotional exercise is used by more than two-thirds of the teachers in the opening or the closing of their schools."

XIII.—General Remarks and Statistics of Educational Progress.

(i.) *From the Report for* 1897–1898.—"The record of the past year shows marked improvement in the condition and management of the schools. Their efficiency may be inferred from the high percentage of average daily attendance, from the very liberal amount expended for their maintenance, and from the lively interest shown by the people generally in their welfare. Statistics for 1897-9.

"The main instrumentalities that have produced, and continue to produce, marked results for good in our public schools are better judgment displayed in the selection of teachers, the careful and constant supervision by the inspectors, the practical and beneficial work of the various teachers' institutes, and the increased interest and vigilance of trustees and parents.

"The whole number of pupils enrolled was 17,648, an increase of 1,850 over that of the previous year, and the average actual daily attendance was 11,055·65, an increase of 1,056·04 for the same period. The total number of teachers and monitors employed was 422, an increase of 38 over that for the previous year.

"There were 261 *[280] schools in operation during the year, as follows:—

4	[4] High Schools.	228 [244]	Common Schools.
25	[28] Graded Schools.	4 [4]	Ward Schools.

"In city districts the percentage of average daily attendance was 69·47, in rural districts 57·31, and for the whole Province 62·64.

"The expenditure from the provincial treasury for education proper during the year was as follows:—

Teachers' salaries - - - -	$180,437.58	[$198,464
Per Capital Grants to City Districts -	52,922.64	56,692
Education Office - - - -	14,396.15	13 497
Total - -	$247,756.37	$268,653]

(*i.e.*, about £50,000.)

"The expenditure by the Lands and Works Department for the construction of school-houses, furniture, repairs, and improvements to school property was as follows:—

School-houses in Rural Districts -	$34,438.23	
Furniture, repairs, &c. - - -	8,060.66	
Total - -	$42,498.89	[$67,363]

"The total cost to the Provincial Government during the fiscal year 1897–8, for all purposes of education was as follows:—

Education proper - - - -	$247,756.37	[$268,653
Lands and Works Departments -	42,498.89	67,363
Total - -	$290,255.26	$336,016]

(*i.e.* about £60,500.)

* The figures enclosed in brackets are those for 1899.

Cost per pupil.

(ii.) The following table shows the cost of each pupil on enrolment, and on average daily attendance during the past ten years:—

Year.	Cost of each Pupil on enrolment.	Cost of each Pupil on averge daily attendance
1888–9	$15.92	$29.39
1889–90	15.29	28.37
1890–1	14.78	26.66
1891–2	14.91	25.79
1892–3	16.57	26.79
1893–4	13.40	21.71
1894–5	14.02	22.95
1895–6	14.17	22.14
1896–7	13.97	22.08
1897–8	14.03	22.40

In 1897–8 there were 57 "*assisted schools*" maintained during the year, and fifteen other schools began to receive "*assistance*" during the year, making a total of 72 assisted schools.

Schoolhouses were erected, or additions were made to school buildings, in eighteen instances.[1]

[1] It is desirable to give here some data for estimating the educational progress of the Province. Accordingly we give below the corresponding figures for 1894–5:—

——	1894–5	1897–8
Number of Pupils enrolled	13,482	17,648
Average actual daily attendance	8,610·31	11,055·65
Total number of Teachers and Monitors	319	422
Number of Schools in operation	202	261
Number of High Schools in operation	4	4 (*stationary*)
Number of Graded Schools	20	25
Number of Common or Rural Schools	172	228
Number of Ward Schools	6	4 (*decrease*)
Percentage of attendance in City Districts	69·93	69·47 (*slight decrease*)
Percentage of attendance in Rural Districts	57·66	57·31 (*slight decrease*)
Percentage of attendance in the Province	63·86	62·64 (*slight decrease*)
Expenditure on Education Proper	$189,037.25	$247,756.35
Teachers' Salaries	$169,447.85	$180,437.55
Education Office	$11,887.80	$14,396.15
Per capita Grant to City Districts	$45,404.80	$52,922.64
Expenditure Lands and Works Department (*All on Rural Districts except* $5,000)	$18,963.35	$42,498.89 (*Rural Districts only*)
Total Cost to Provincial Government	$208,000.00	$290,255.00
School Houses erected or Additions made	11	18

(iii.) ATTENDANCE 1897–8.

Attendance, 1897-8.

Number of Pupils enrolled during the year	17,648
Increase for the year	1,850
Number of Boys enrolled	8,983
Increase for the year	878
Number of Girls enrolled	8,665
Increase for the year	972
Average actual daily attendance	10,055·65
Increase for the year	1,056·04
Number of Pupils enrolled in High Schools	459
Decrease for the year	2
Average actual daily attendance in High Schools	276·44
Average actual daily attendance in Graded and Ward Schools	6,704·20
Average actual daily attendance in Rural Schools	4,075·01
Number of School Districts at the close of the year	213
Increase for the year	14

(iv.) The gradual growth of the schools and the cost of maintaining them is fully shown by this record of attendance and expenditure:—

Attendance, and expenditure, 1890-9.

	Number of School Districts.	Aggregate Enrolment.	Average Daily Attendance.	Percentage of Attendance.	Expenditure.
1890–91	141	9,260	5,134·91	55·45	$136,901.75
1891–2	154	10,773	6,227·10	57·80	160,627.80
1892–3	169	11,496	7,111·40	61·85	190,558.30
1893–4	178	12,613	7,785·50	61·72	169,050.20
1894–5	183	13,482	8,610·31	63·86	189,037.25
1895–6	193	14,460	9,254·25	64·00	204,930.30
1896–7	199	15,798	9,999·61	63·29	220,810.35
1897 8	213	17,648	11,055·65	62·64	247,756.35
1898–9	—	19,185	12,302·00	64.13	268,653·00

(v.) The progress made in recent years may be judged by a comparison of the figures for 1897–8 with those for 1894–5.

Attendance, 1894-5.

ATTENDANCE, 1894–5.

Number of Pupils enrolled during the year	13,482
Increase for the year	869
Number of Boys enrolled	6,848
Increase for the year	464

Number of Girls enrolled		6,634
Increase for the year	405	
Average actual daily attendance		8,610·31
Increase for the year	824·81	
Number of Pupils enrolled in High Schools		515
Increase for the year	81	
Average actual daily attendance in High Schools		331·29
Average actual daily attendance in Graded and Ward Schools		5,396·30
Average actual daily attendance in Rural Schools		2,882·72
Number of school districts at the close of the year		183
Increase for the year	5	

Thus for the four years from 1893 to 1897 we can tabulate the following figures:—

INCREASE FROM 1893 TO 1897 (INCLUSIVE).

Enrolment	5,035
Boys' enrolment	2,599
Girls' enrolment	2,436
Average actual daily attendance	2,270·15
Enrolment in High Schools	54·
Number of School Districts	35·

Progress in attendance, 1894-7.

(vi.) Between the years 1894 and 1897 the progress in attendance was most marked in the Graded and Ward Schools, and a considerable decrease is noticeable in the attendance at High Schools.

PROGRESS 1894 TO 1897.

Average actual daily attendance in High Schools Decrease	54·85
Average actual daily attendance in Graded and Ward Schools Increase	1,307·90
Average actual daily attendance in Rural Schools Increase	1,192·29

Teachers' aims.

(vii.) The Inspector for the Victoria district in 1898 observes in his report that there has been a general improvement in the character of the primary instruction given, that there is developing, more and more every year, a disposition among teachers to keep themselves prepared for their work; and that, although the greater part of the teachers do their work with the educational aim implied in the phrase "knowledge is power," the higher aim expressed in "*character* is power," becomes more and more prevalent. In this district there were in 1898 several Teachers' Institutes. They do much to stimulate teachers and to help in improving the schools. At the close of each Institute a public meeting is held, to which parents and others interested in education are usually invited.

(viii.) Some sort of classification of the "Ward Schools" and "Graded Schools" in 1897–98 may be made thus:— Classification of schools.

Cities.	Number of Grades.	Percentage of Regular Attendance.	
Nanaimo	Central - - - 10	68·06	75·16
	North Ward - - 1	79·01	
	South Ward - - 1	78·40	
New Westminster	Boys' - - - 6	62·22	63·50
	Girls' - - - 7	63·30	
	Sapputon - - 3	65·36	
	Westside - - 2	63·13	
Vancouver	Central - - - 10	65·11	69·91
	East - - - 14	70·89	
	West - - - 13	73·67	
	Mount Pleasant - 10	68·35	
	Fairview - - 4	72·13	
Victoria	Boys' - - - 8	69·91	72·34
	Girls' - - - 8	73·39	
	North Ward - - 11	76·23	
	South Park - - 9	74·37	
	West - - - 6	67·65	
	Springbridge - - 2	72·47	

	No. of Grades.	Percentage of regular Attendance.
Chilliwhack	3	69·79
Kamloops	4	58·04
Kaslo	3	70·08
Mission	2	57·82
Nelson	4	59·79
Northfield	3	48·87
Rossland	7	57·02
Trail	3	51·50
Union Mines	4	62·27
Vernon	4	49·95
Wellington	8	62·55

Thus we find that in the Graded Schools of the large cities the percentage of regular attendance was, in 1898, 70·23, and in other Graded Schools, 58·88.

APPENDIX A.

SUBJECTS OF EXAMINATION FOR CERTIFICATES AND CONDITIONS OF OBTAINING THEM

(*a*) Subjects of Examination.

Third Class Certificates.

1. *Reading.*—To read intelligently and expressively.

2. *Writing.*—To write legibly and neatly, and to understand principles of writing as given in any standard text-book.

3. *Spelling.*—To have a good knowledge of orthography and orthoepy

4. *Written Arithmetic.*—To be thoroughly familiar with the subject.

5. *Mental Arithmetic.*—To show readiness and accuracy in solving problems.

6. *Geography.*—To have a good knowledge of the subject.

7. *English Grammar.*—To have a thorough knowledge of the subject, and to be able to analyse and parse any sentence.

8. *Canadian History.*—To have a good knowledge of the subject.

9. *English History.*—To have a good knowledge of the subject.

10. *Anatomy, Physiology, and Hygiene.*—To have a good general knowledge of the subject.

11. *Composition.*—To be familiar with the forms of correspondence, and to be able to write a composition on any simple subject, correct as to spelling, punctuation, and expression.

12. *Education.*—To have a thorough knowledge of the approved methods of teaching the various subjects prescribed for Common Schools; to be well acquainted with formation of time tables, classification of pupils, and modes of discipline, to be familiar with the School Act, and Rules and Regulations prescribed for the government of the Public Schools.

Second Class, Grade B, Certificates.

1 to 12. As for Third Class Certificates.

13. *Mensuration.*—To know the application of the rules for the measurement of surfaces.

14. *Book-keeping.*—To understand the keeping of accounts by single entry.

15. *Music* (*Theory*), *Drawing* (*Linear*), *Botany.*—To have a fair knowledge of *one* of these subjects.

Second Class, Grade A, Certificates.

1 to 15. As for Second Class, Grade B, Certificates.

16. *Algebra.*—To know the application of the rules preceding and including simple equations.

17. *Geometry.*—Book I.

18. *Zoology, Astronomy, Rhetoric.*—To have a fair knowledge of *one* of these subjects.

First Class, Grade B, Certificates.

1 to 18. As for Second Class, Grade A, Certificates.

13. *Mensuration.*—To know the application of the rules for the measurement of volumes.

14. *Book-keeping.*—To understand the keeping of accounts by double entry.

16. *Algebra.*—To know the subject.

17. *Geometry.*—Books II., III., and IV., with problems.

19. *Natural Philosophy.*—To know the subject, and to be able to work problems in *Statics*, *Dynamics*, and *Hydrostatics*.

20. *English Literature.*—To have a good general knowledge of the subject.

21. *General History, Chemistry, Geology.*—To have a good knowledge of *one* of these subjects.

First-Class, Grade A, Certificates.

1. to 21. As for First-Class, Grade B, Certificates.

17. *Geometry.*—Books V. (Definitions) and VI.

22. *Practical Mathematics.*—To be familiar with *Plane Trigonometry*, including *Land Surveying* and *Navigation*.

23. *Ancient History.*—To have a general knowledge of the subject to the Fall of Rome.

24. *Latin.*—To have a good knowledge of Prose Composition; to be able to translate and parse the following:—

Cæsar, De Bello Gallico, Books I. and II.

Virgil, Æneid, Books I. and II.

Horace, Odes, Books I. & III.

25. *Greek and French :—*

Greek.—To have a good knowledge of Prose Composition, and to be able to translate and parse the following :—

Xenophon, Anabasis, Books I. and II.

Homer, Iliad, Books I. and II.

French.—To have a good knowledge of Prose Composition, and to be able to translate and parse the following :—

La Fontaine, Fables, Livres I. et II.

Voltaire, Histoire de Charles XII., Livres I. et II.

Corneille, Le Cid.

Note.—Since 1897 Candidates for Teachers' Certificates have been required to take a paper set on Agriculture.

(*b.*) Conditions of Obtaining Certificates.

Certificates of qualification shall be granted according to the following regulations :—

For a Temporary Certificate.—A candidate for a Temporary Certificate must give satisfactory information as to his character and scholastic qualifications, and must forward an application from a Board of School Trustees desiring his services as teacher. The Board of Trustees must satisfy the Superintendent of Education of their inability to secure a person properly qualified, suitable as a teacher for their school.

For a Third Class, Grade B, Certificate, a candidate must obtain 30 per cent. of the marks attached to each of the subjects of examination for that class and grade, and 40 per cent. of the total number of marks attached to the subjects of examination for that class and grade.

For a Third Class, Grade A, Certificate, a candidate must obtain 40 per cent. of the marks attached to each of the subjects of examination for that class and grade, and 50 per cent. of the total number of marks attached to the subjects of examination for that class and grade.

For a Second Class, Grade B, Certificate, a candidate must obtain 40 per cent. of the marks attached to each of the subjects of examination for Third Class Certificates, and not less than 30 per cent. of the marks attached to each of the subjects of examination peculiar to that class and grade, and 50 per cent. of the total number of marks attached to the subjects of examination for that class and grade.

For a Second Class, Grade A, Certificate, a candidate must obtain 40 per cent. of the marks attached to each of the subjects of examination for Second Class, Grade B, Certificates, and not less than 40 per cent of the marks attached to each of the subjects of examination peculiar to that class and grade, and 60 per cent. of the total number of marks attached to the subjects of examination for that class and grade.

For a First Class, Grade B, Certificate, a candidate must obtain 40 per cent. of the marks attached to each of the subjects of examination for Second Class, Grade A, Certificates, and not less than 40 per cent. in each of the subjects of examination peculiar to that class and grade, and 60 per cent. of the total number of marks attached to the subjects of examination for tha class and grade

For a First Class, Grade A, Certificate, a candidate must obtain 40 per cent. of the marks attached to each of the subjects of examination for First Class, Grade B, Certificates, and not less than 40 per cent. in each of the subjects of examination peculiar to that class and grade, and 60 per cent. of the total number of marks attached to the subjects of examination for that class and grade; or he must be a graduate in arts of some recognised British or Canadian University, who has proceeded regularly to his degree, and *must satisfy the examiners as to his knowledge in the art of teaching, school discipline and management, and the School Law of the Province*, and may be further required to undergo an oral examination on these subjects.

Whenever it shall be deemed necessary to raise the standard of examination, at least twelve months' notice of such intention shall be given.

Since 1896, the age of male candidates for Teachers' Certificates has been fixed as over twenty years of age, and the age of female candidates as over eighteen.

Since 1894, holders of First Class, Grade B, Certificates, have not been entitled to act as assistants in High Schools.

A candidate who fails to obtain the certificate written for shall not be awarded marks for answers to the papers set in subjects peculiar to that class and grade.

A candidate at the Teachers' Examination may claim to have his papers re-read on the following conditions :—

1. The appeal or claim must be in the hands of the Minister of Education within twenty days after the publication of the results of the examination in the "British Columbia Gazette."

2. The ground of the appeal must be specifically stated.

3. The examiners shall dispose of all appeals with as little delay as possible, and no appeal shall subsequently be entertained on any ground whatever.

4. A deposit of $5 must be made with the department, which deposit shall be returned to the candidate if his appeal or claim is sustained

APPENDIX B.

COURSES OF STUDY.

(i.) High Schools.

English Course.—All subjects prescribed for Graded and Common Schools.

Commercial Course.—Book-keeping—Single and Double Entry—including Banking, Commercial Correspondence, Commercial Law, &c., together with all subjects prescribed for the English Course, and other subjects in which candidates for First Class, Grade B, Certificates are examined.

Classical Course.—Latin, Greek, French, together with all subjects in which candidates for First Class, Grade A, Certificates are examined.

The following are the details of the regular High School Course of Study :—

1. *English Language :—*

(*a*) Reading—Sixth Reader ; the principles of orthoepy and elocution, spelling and syllables, derivation of words, rendering of poetry into prose, and generally the formation of a good English style.

(*b*) Composition.—The structure of sentences and paragraphs, correction of errors, familiar and business letters, themes on familiar subjects.

(*c*) Grammar.—Prescribed text-book completed, analysis and parsing of passages from authors not prescribed.

(*d*) English Literature.—Prescribed text-book.

2. *Geography.*—Mathematical, physical, and political. Uses of Terrestrial globe.

3. *History.*—The leading events of

(*a*) Canadian History,

(*b*) British History,

(*c*) Roman History,

(*d*) Grecian History,

(*e*) Ancient History.

4. *Physiology.*—Prescribed text-book on Anatomy, Physiology and Hygiene completed.

5. *Book-keeping and Writing :—*

(*a.*) Single Entry Book-keeping.

(*b.*) Double Entry Book-keeping.

(*c.*) Commercial Forms, etc.

(*d.*) Writing, according to prescribed text-book.

6. ***Mathematics*:—**

(*a.*) Arithmetic.—Prescribed text-book completed.

(*b.*) Mensuration.—Lengths of lines, areas of surfaces, and volumes of solids.

(*c.*) Algebra.—All rules prior to equations; simple equations, quadratics, surds, proportion, progressions, permutations and combinations, binomial theorem, evolution and properties of numbers.

(*d.*) Geometry.—Books I., II., III., IV., VI., and definitions of Book V.; deductions.

(*e.*) Trigonometry.—Plane Trigonometry.

(*f.*) Natural Physiology.—Prescribed Text-book; also prescribed text-books on Statics, Hydrostatics, and Dynamics.

7. ***Ancient Languages*:—**

(*a.*) Latin.—Grammar, prose composition, and the prescribed texts.

(*b.*) Greek.—Grammar, prose composition, and the prescribed texts.

8. ***Modern Language.***—French.—Grammar, prose composition, and the prescribed texts.

9. Any of the following optional subjects may be taught :—

Music (*Theory*).	*Zoology*	*Geology*,
Drawing (*Linear*).	*Astronomy*,	*Chemistry*,
Botany,	*Rhetoric*,	*General History*.

(ii.) Graded and Common Schools.

The course of study prescribed for Graded and Common Schools embraces the following subjects :—

1. *Reading.*—From Primer to Fifth Reader, inclusive. Special attention should be given to correct pronunciation, distinct articulation, and proper expression.

Declamation of selections from prose and poetry committed to memory tends to awaken a taste for good language, as well as aids in the development of a natural and easy delivery.

2. *Writing.*—The systems of penmanship authorized are Gage's copy-books, and Payson, Dunton, and Scribner's series. If the teacher prefer, he can use plain copy-books, setting the headlines.

Particular attention should be given to the proper manner of holding the pen, and correct position at the desk.

3. *Spelling.*—Gage's Speller is the authorised text-book. It should be used by all pupils in the Third, Fourth, and Fifth Readers.

Instruction should be both oral and written.

Dictation should commence with the ability of the child to write legibly, and should continue through the entire course.

4. *Written Arithmetic.*—Principles and methods should be thoroughly explained.

After *accuracy* in work, *quickness in calculation* is most desirable To attain this, frequent practice in the simple rules is essential.

Practical examples—those that the pupil is liable to meet in every-day life—should be given frequently.

5. *Mental Arithmetic.*—Instruction should be begun with questions in the simple rules, and should expand according to advancement.

In teaching this branch, the chief object aimed at should be to impress firmly on the mind the facts and processes of arithmetic.

6. *Geography.*—Thorough knowledge of the *terms* used and explanations given in the introductory chapter of the text-book is essential.

The wall maps should be used freely. A globe should be used in teaching the shape of the earth, its motions, the seasons, &c.

Map drawing, or the sketching of maps from memory, will be found to be of great value in impressing upon the mind physical geography.

7. *English Grammar.*—Every pupil in the Third Reader should commence this branch, although oral instruction of an elementary character may be given to advantage at an earlier period.

A good knowledge of the parts of speech and their inflections, together with the rules of syntax, is of primary importance.

Construction of sentences and correction of errors should receive early attention.

The teaching of analysis should proceed slowly and carefully—the simple sentence being thoroughly understood before the complex or the compound sentence is attempted.

Parsing should be regarded by the teacher as a test of thorough knowledge of the accidence and rules of grammar.

8. *English History.*—Pupils in the Fourth Reader should be required to begin this subject. Prescribed lessons should be read in class.

The points of the lesson which are required to be memorized should be written on the blackboard.

Pupils should be taught the relative importance of events; for example, that the story of Becket's parentage is not of equal historical value with the signing of Magna Carta, or the passing of the Habeas Corpus Act.

Oral reviews should be more frequent than written examinations on the subject. Geographical references should be pointed out on the map:—"Geography and chronology are the two eyes of history."

9. *Canadian History.*—Outlines of method given for English History are applicable to this subject.

10. *Composition and Letter Writing.*—The slate may be used in teaching this subject, but special care should be taken that its use does not lead the pupil into the habit of scribbling.

Reproduction as an occasional exercise may be used profitably, but the bringing out of originality is of the most permanent value.

Instruction should be given as to the proper method of opening, closing, folding, and addressing a letter.

A good knowledge of the forms used in general correspondence should be given.

11. *Anatomy, Physiology, and Hygiene.*—Oral primary instruction in these allied subjects may be given to the whole school, but pupils in the Fourth and Fifth Readers should be required to use the text-book.

The teaching of Physiology and Hygiene affords the teacher the opportunity of imparting practical instruction on many points of vital consequence to the pupil.

In giving instruction in Hygiene, the branch subject of Temperance, with reference to the evil effects of stimulants and narcotics on the human system, should not be overlooked.

(iii.) Optional Subjects.

In addition to the above, the following subjects may be taught :—*Bookkeeping, Mensuration, Geometry, Drawing, Algebra, Music, Needlework Calisthenics.*

The teaching of optional subjects, such as music, needlework, algebra geometry, &c., is necessarily left to the discretion of the teacher, for the reason that every teacher may not be qualified to give instruction in these branches

By a regulation made in 1896 by the Council of Public Instruction it is provided that the Board of Trustees of any school district may require that *Temperance*, as a separate subject from anatomy, physiology, and hygiene, be taught in their school or schools, provided the authorized textbook on the subject is used.

(iv.) Agriculture.

In 1896 the subject of agriculture was added to the course of study prescribed for Graded and Common Schools. Instruction in this branch must be given at least twice a week to all pupils in the Fourth and Fifth Divisions.

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